



2023-2024

Liberty County Schools

Student Progression Plan

Pre-K -12

Revised July 2023

Leading Our Students to Success

Vision

To inspire a love of learning, instill social responsibility, and prepare ALL students for success in the global community through a systems approach of continuous improvement.

www.lcsb.org

School Board approved: _____

PURPOSE

The purpose of this document, the Student Progression Plan for the Liberty County Public Schools, is to present to school personnel, parents, students, and other interested citizens the School Board rule and administrative procedures required to implement state and local student progression requirements, §1006.15 F.S.

The Florida State Legislature enacted the Educational Accountability Act of 1976, which includes the statutory requirements that each school district in the State of Florida establish a comprehensive program for student progression. Included within this plan are policies and procedures relative to enrollment, promotion, retention, accelerated/decelerated placement, transfers, instructional programs, acceleration programs, extended year programs, dropout prevention programs, student assessment and exceptional student education.

The Liberty County School District is dedicated to the total and continuous development of each student. The purpose of the instructional programs in Liberty County schools is to provide appropriate instructional and selected services to enable students to perform academically at their expected level or higher. In recognition of the wide range of students' abilities, motivation, interests, and development, the Student Progression Plan for Liberty County schools establishes procedures that are to be implemented to provide each student with the opportunity to succeed in school.

GOALS

The goal of the Student Progression Plan is to provide direction for students to learn and to facilitate public awareness of the requirements for each step of the education process from kindergarten through graduation. The plan encourages programs that provide for the attainment of district, state, and national standards; it provides for options for those students who do not accomplish certain standards within a specified time period.

It is the intent of the Florida Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress. It is the ultimate goal of the legislature that every student read at or above grade level.

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SECTION I
GENERAL PROCEDURES FOR
GRADES PK-12

GENERAL PROCEDURES FOR GRADES K-12

RESPONSIBILITY

District standards for promotion are established in this Student Progression Plan. Student promotion in the Liberty County School District is based up an evaluation of each student's achievement in terms of appropriate instructional goals. Classroom teachers make a recommendation to the principal based upon the student's mastery of state and district skills and upon teacher judgment on the following: progress monitoring, standardized tests, assignments, daily work, general progress, course performance standards and other objective data. The recommendation also should reflect the best professional judgment of the teachers regarding the student's ability to function academically, socially, and emotionally at the next grade level. Consideration may be given to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.

Final authority for student progression decisions rests with the school principal as long as it abides by state mandates in certain grade levels. The principal may decide to promote the student to the next grade, to retain the student in the same grade, or to make an administrative assignment to the appropriate grade level. This decision shall be based on assessment of the student's ability.

The principal or his/her designee shall make the final decision regarding a student's class and/or teacher assignment. Consideration shall be given to the student's achievement and ability. Principals' progression decisions must also adhere to state and federal legislation.

REMEDIATION

Each elementary, middle school and high school will provide remediation for students who are unable to meet the state student performance standards and local objectives. Exceptional Education, At Risk, and ELL (English Language Learner) students are to be included in remediation process.

NOTIFICATION OF PARENTS

Parents and students are entitled to notification and full explanation of procedures and standards, as well as early involvement in a retention decision. Parents are informed of their student's progress through report cards, progress reports, conferences, letters, and reports of group standardized achievement test data. Report cards must clearly reflect the student's level of achievement, as well as progress toward meeting the state standards. Parents should be able to assume that satisfactory grades in a regular program indicate that the student is achieving

within an acceptable range for his/her grade level placement and is making satisfactory progress toward mastery of the grade appropriate state standards. Any courses or programs which are remedial or designed for below-grade level students must be clearly indicated to parents. It is also recommended that parents be notified when their children show significant improvement or exemplary achievement.

Progress Reports are to be sent to parents midway through each nine-week grading period. The intent is to inform parents of current progress in each area of instruction.

Parent conferences are an avenue for reporting student achievement and progress, as well as an opportunity for developing understanding and a cooperative approach to a student's educational program. If there is a possibility that a student might be retained at the elementary and middle school levels, the parents must be notified and invited to a parent teacher conference. This notification should occur not later than the beginning of the last four weeks of school for students who have been continuously enrolled during the school year. For newly enrolled students, notification should be as soon as feasible. All parents notified of possible retention must be notified of the final decision at the end of the year. The school will keep a copy of all correspondence regarding possible retention.

Reports of student performance on tests administered in connection with the district and state assessment programs will be sent to parents with the final report card if test scores are available from the state at that time. Accompanying this parent report, there should be an explanation of the type of test scores presented.

ENROLLMENT, ADMISSION, TRANSFERS AND SCHOOL CHOICE OPTIONS

Student Enrollment:

A student entering Liberty County School District for the first time from a non-public school or out-of-state school must provide the following information:

- Evidence of date of birth (§1003.21 F.S.)
- Evidence of immunizations against communicable diseases (§1003.22 F.S.) The district must give 30 days from the date of enrollment or within such time is reasonably determined for students to obtain any immunization required.
- Evidence of medical examination within one year (§1003.22 F.S.)
- Evidence of residence of the child's custodial parent or legal guardian at an address within the attendance area of the school to which admission is requested or an approval from the school board for reassignment in accordance with Liberty County School Board Policy 5120.
- An official letter or transcript from a proper school authority which show record of attendance, academic information, and grade placement of the student.

- Records verifying disciplinary actions, suspensions, or expulsions within the past calendar year.
- Expulsions from other school districts will be honored.

Preschool Admission:

A child must be four years of age on or before September 1 to be eligible for Voluntary Prekindergarten Education during either that school year or the following school year. The child remains eligible until the child is admitted to kindergarten, or unless he or she will have attained the age of 6 years by February 1 of any school year under s. 1003.21(1)(a)1. All preschool and new students to the district shall be screened during the first eight weeks of school using the State approved assessment instrument. In accordance with s. 1002.67, F.S., the Voluntary Prekindergarten Program will implement by July 1, 2013, an evidence-based pre- and post-assessment that is approved by the State Board of Education. The pre-assessment will be administered to each child who participates in a school readiness program within the first 60 days after enrollment. By May 30 of each year, a post-assessment must be administered to each child who participated in the VPK program for at least the previous 6 months.

The assessments administered will be valid, reliable, developmentally appropriate, and designed to measure student progress on domains which include, but is not limited to, early literacy, numeracy, and language. Pre-and post-assessments will be administered by individuals meeting requirements established by rule of the State Board of Education.

Kindergarten Admission:

Children who will have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year (§1003.21 F.S.). Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the lawful age for admittance. The Florida Kindergarten Readiness Screener will be administered to all kindergarten students within the first 30 days of school. Kindergarten students enrolling after the 13th day of school will not be screened. (§1008.21 F.S.) The statewide kindergarten screening assesses the readiness of each student for kindergarten based upon the performance standards adopted by the DOE under s. 1002.67(1), F.S., for the Voluntary Prekindergarten Program.

Any student who transfers from an out-of-state non-public school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he/she is transferring and meets requirements under Section 1 above §1003.21, F.S. and SBER 6A-1.0985.

State law requires that a child who will be six years of age by February 1, of the school year must attend school regularly during the entire school year. Therefore, the child must begin school at the beginning of the school year.

First Grade Admission:

A child must be six years of age on or before September 1, and successfully completed Kindergarten in a public or non-public school as documented on the child's academic record by the sending school.

Students who have satisfactorily completed Kindergarten in states where the entry age to Kindergarten is lower than that of the state of Florida will be admitted to first grade unless the principal determines the child is not able to function at that level due to academic, emotional, or social factors. (§1003.21 F.S) Any student entering the public school system from outside the United States and home schooling will be placed by a combination of the following criteria: age appropriateness, previous school experience and academic proficiency (i.e. portfolios, standardized tests).

Children who enter public school for the first time in first grade shall be administered the school readiness uniform screening adopted for use in first grade. (§1008.21 F.S)

Simultaneous with the enrollment and conditional placement of a transfer student, the school shall request the student's official education record. The district must give 30 days from the date of reenrollment or within such time as is reasonably determined for students to obtain any immunization required. Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest-grade level, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school on their validated level from an accredited school in the sending state.

If a student transfers before or during the school year, the district shall initially honor placement of the student in educational courses based on the student's enrollment in the previous school. The school may perform subsequent evaluations to ensure appropriate placement as deemed appropriate.

Admission to Exceptional Student Program:

Students are placed in exceptional student education programs based upon the criteria specified in the District Procedures for Exceptional Student Education. Copies are available in the Superintendent's Office.

Compulsory School Attendance:

S.1003.21, F.S. requires that all children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, are required to attend school regularly during the entire school terms. A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. The declaration of intent must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The designated school official must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student will be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.

Controlled Open Enrollment

The Liberty County School District Controlled Open Enrollment Plan is designed to give all parents the opportunity to choose the school they want their child to attend. Beginning in the 2017-2018 school year, controlled open enrollment shall be available to all K-12 students residing with their parent/guardian in the State of Florida. The plan provides an opportunity for students to attend a public school outside the student's established residential attendance zone, as well as public schools in neighboring counties, if the requested school has not reached capacity subject to the maximum class size. A student who is subject to a current expulsion or suspension from any public or private school is ineligible to apply for a choice assignment. Parents will be responsible for transporting their children to the school of choice. Applications for school choice assignment for each subsequent year will take place beginning the last week in March – May 1. Applications filed after this deadline may be denied on that basis alone. School Board policy 5120 governs controlled open enrollment and can be found on the district website at lcsb.org. The Controlled Open Enrollment Plan, Annual School Reassignment Application, and Student Reassignment Contract are also available at this site.

Transfers

- The student transferring provides the following data as required by SBR 6A.1.0985:
 - Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school.
 - Official documentation indicating residential physical address; residential physical address subject to verification by the school resource officer.
 - An official letter or transcript from a proper school authority which show record of attendance, academic information, and grade placement of the student.
 - Evidence of immunization against communicable diseases as required in FS 1003.22. Students will have 30 days from the date of enrollment or within such time as is reasonably determined under the Interstate Commission for student to obtain any immunization required by the receiving state.
 - Evidence of date of birth in accordance with FS 1003.21 and
 - For students transferring from out of state evidence of a medical examination completed within the last twelve months in accordance with FS 1003.22.
- FS 1000.36 requires that for the purpose of the Interstate Compact on Educational Opportunity for Military Children to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. This compact applies to the children of:
 - Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. ss 1209 and 1211;
 - Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
 - Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.
- Temporary Placement of Grades 6-8 Students:
 - The principal of the receiving school, with the involvement of the appropriate personnel will determine the temporary grade or special program placement of students transferring from any school. When a principal has verified through telephone calls or records review that an out-of-county transfer student has previously been enrolled in an exceptional student program, the student may temporarily be placed in an exceptional student program based upon the criteria in the District Procedures for Exceptional Student Education and with the approval of the ESE Director or designee.
- Any student entering the public-school system from outside the United States and home schooling will be placed by a combination of the following criteria: age, appropriateness, previous school experience and academic proficiency (i.e. portfolios, standardized tests).
- Any student transferring from a juvenile justice facility will be initially placed at the Liberty Learning Center. A Child Study Team will review academic, behavior, and/or attendance records to determine the duration & educational plan for the students.

- Parents may request that his or her child be transferred to another classroom teacher. The request for transfer will be reviewed by the principal and other appropriate personnel. Parents will be notified within two weeks of the receipt of the request of approval or denial. Grounds for approval will be based on class size and grade span capacity, equitable distribution of students by grade or course, special educational needs, and the social, emotional well-being of the student. This does not give a parent the right to choose a specific classroom teacher.
- A parent whose student is assigned an out-of-field teacher may request in writing that his or her child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled. The request for transfer will be reviewed by the principal and other appropriate personnel. Parents will be notified within a time period not to exceed two weeks of the receipt of the request of approval or denial. Transfer will be made if there is an in-field teacher for that course or grade level that is employed by the school and the transfer does not violate maximum class size pursuant to s. 1003.03. If the request is denied the parent will be notified and the reasons for the denial will be specified.

Home Education

F.S. 1003.01 defines home education as “sequentially progressive instruction of a student in his or her home by his or her parent, guardian or designee.” This educational option is parent directed and satisfies the requirement for regular school attendance. Parents have the freedom to determine their child’s educational path and plan for reaching their goals.

Home education students transferring into the Liberty County School district from a non-accredited home education program must present an annual evaluation as defined in Section 1002.41, F. S. This evaluation may include the following:

- Scores on state assessments
- Portfolio

The student shall provide results of a portfolio assessment and/or achievement tests for each year that the student was enrolled in the home education program.

Students transferring into an elementary setting from a home education program will be placed according to the following guidelines for grades K-5:

- Demonstrate at least 80% mastery of each of the student performance standards areas of readiness, reading, writing, science, and mathematics as demonstrated by the district assessment instruments.

- Instruments may include, but are not limited to, benchmark and core assessments or other diagnostic assessments as deemed appropriate. These may include but are not limited to DAR, STAR Reading, STAR Math, Performance Matters, etc.

Students transferring into middle school from a home education program will be placed according to their satisfactory demonstration of previous school performance, scores on norm referenced tests and other pertinent information provided by the parent. A review committee, including the principal, can recommend grade placement based on a portfolio of work and a current Florida certified teacher recommendation. In the absence a of norm referenced test, provided by the parent the school will administer district assessments to determine grade placement. Grades from the first grading period will be reviewed to assess mastery of previous years' home school courses (70% or better).

Credits for all students transferring into the high school program from a home education program will be granted according to the following procedures:

- Home schooled students seeking a Liberty County High School diploma must be enrolled at Liberty County High School for their entire senior year. The process for determining credits and grade placement must begin prior to the next school year. Credits will be awarded only after the student is enrolled at Liberty County High School.
- Students will be required to submit a portfolio of work completed for courses equivalent to courses in the Florida Course Code Directory. Parents/guardians can provide a written recommendation of grade placement from a current Florida DOE certified teacher (include certificate number). A portfolio review committee will make recommendations to the principal to determine if the work submitted is sufficient to warrant taking the appropriate semester exams in each subject requested. Recommendations will be based on evidence of completion of state course performance standards for each course.
- Credits will be validated after the first grading period; the student must maintain a 2.0 GPA or higher at the end of the first grading period in each sequential required course in order to validate the previous course.
- Students will receive a "Pass" (P) grade for all validated home education courses submitted unless from an accredited institution. These will not factor into the grade point average.
- Meet all graduation requirements in the Student Progression Plan.
- Students must pass all required state assessments including End of Course exams at the appropriate grade level.
- Home education credits earned through an accredited institution will be accepted and treated as transfer grades. Official transcripts from the accredited institution must be submitted to Liberty County High School in order to receive credit.

- A home education student must be enrolled full-time in Liberty County High School the entire second semester of their junior year and the entire first semester of their senior year in order to be eligible for Valedictorian, Salutatorian, or Top Twenty. The majority of the grades for the student's high school credits must be numeric or alpha (not Pass/Fail).
- If a home education student is approved to take a course at Liberty County High School, he/she must attend that class full-time and is held to the school attendance policy. The student is only to be on campus for that class period or periods.
- A home education **(FLVS, Liberty Virtual, or any other home program)** student will not receive a Liberty County diploma nor be allowed to participate in Liberty County High School graduation ceremonies.
- A home education **(FLVS, Liberty Virtual, or any other home program)** student is not eligible for Liberty County High School local scholarships.
- Beginning with the 2022-23 eleventh grade class (graduating class of 2024), the LCSB will no longer pay for dual enrollment coursework for home education students who reside outside of Liberty County.

Home Education Procedures:

To withdraw a student for enrollment in a home education program, a parent/guardian must notify the Superintendent of Schools and complete the process outlined below. A home education program is not a school district program and is registered with the district school superintendent only for the purpose of complying with the state's attendance requirements under s 1003.21(1). The district Home Education Coordinator will be available to assist parents in completing the necessary requirements that include the following:

- Notification in writing to the Superintendent of Schools of the intent to provide home education for the student. A copy of the notification of intent will be kept on file at the Liberty County School Board office. The superintendent designee shall accept a home education notice of intent and immediately register the home education program upon receipt of the notice. The notice of intent must come from the parent and include the full legal name, address, and date of birth of all children who shall be enrolled as students in the home education program. No other information or documentation will be requested from the parent unless the student chooses to participate in a school district program or service.
- A grade level will not be assigned to the home education student or include a social security number or any other personal information of the student in any school district or state

database unless the student chooses to participate in a school district program or service.

- Upon completion of the home education program, a parent shall file a written notice of termination of the home education program with the district school superintendent, or designee, along with the annual evaluation within 30 days of termination.
- The parent shall determine the content of the portfolio, preserve it for two years, and make it available for inspection, if requested, by the district school superintendent. Minimum contents will include a log of educational activities and samples of the student's work. It must be made available for inspection, if requested, by the superintendent.
- A home education student may participate in extra-curricular activities and must register his or her intent to participate in interscholastic extracurricular activities as a representative of the school before participation.
- Home education students shall be provided the provision of testing and evaluation services at diagnostic and resource centers, including, but not limited to, students with disabilities.
- Home education students with a disability may be provided exceptional student education-related services. The student may enroll in the school solely for receiving those services.
- A school district may provide access to career and technical courses and programs for a home education program student who enrolls in a public school solely for the career and technical courses or programs. The school district shall report each student as a full-time equivalent student in the class.
- Industry certifications, national assessments, and statewide, standardized assessment offered by a school district shall be available to home education program students. The district will notify home education students of the available certifications and assessments, the dates, times, and locations for the administration of each certification and assessment, and the deadline for notifying the school district of the student's intent to participate.
- The district will not require any additional information or verification from the parent unless the student chooses to participate in a school district program or services.
- The district may not require evidence of age from any child who meets regular attendance requirements by attending a home education program.
- The superintendent is authorized to refer instances of non-enrollment or non-attendance

to a child study team at the school the student would be assigned according to district school board attendance policies. The child study team is required to diligently facilitate intervention services and shall report the case back to the district school superintendent only when all reasonable efforts to resolve the non-enrollment or non-attendance behavior are exhausted.

- Criminal prosecution may not be instituted against the student's parent until the school and school district have complied with the enforcement of school attendance provisions set forth in s. 1003.26, F.S.
- The Department of Highway Safety and Motor Vehicles may not issue a driver license or learner's driver license to and shall suspend any previously issued driver license or learner's driver license of any minor student who fails to satisfy relevant attendance requirements.

VIRTUAL SCHOOL

Liberty County School District will provide eligible students enrolled within its boundaries the option of participating in a virtual instruction program. The school district virtual instruction program shall provide the following:

- Part-time and full-time virtual instruction for students enrolled in kindergarten through grade 12.
- Full-time or part-time virtual instruction for students who are enrolled in dropout prevention and academic intervention programs, distance learning education programs, and core-curricula courses to meet class size requirements.

Access to virtual programs is available to students during or after the normal school day during the regular school year. The district is not required to provide a location for the student to participate, nor supervision. A student enrolling in online courses at FLVS and not attending the district public school must register as a home education student in his or her district. Liberty County Schools Virtual Instruction Program is offered by Florida Virtual School through the Panhandle Area Educational Consortium (FLVS PAEC).

*Section 1002.45(5), Florida Statutes, limits student eligibility for the district virtual instruction program to students residing within the district who meet at least one of the following conditions:

- The student was enrolled during the prior school year in a Florida public school.
- The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months.
- The student was enrolled during the prior school year in a full-time FLVS program.
- The student has a sibling who is currently enrolled in the school district virtual instruction

program and that sibling was enrolled in such program at the end of the prior school year.

- The student is eligible to enter kindergarten or first grade.
- The student is eligible to enter grades 2-5 and is enrolled full-time in a school district virtual instruction program, or FLVS.

All statewide assessments including industry certification examinations, national assessments, and statewide assessments offered by the school district must be available to FLVS students and must be taken within the school district in which the student resides. Virtual students will be provided access to the school's testing facilities. Guidance counselors, in conjunction with the district assessment coordinator, will communicate the testing schedule to participating students and their families.

FULL TIME VIRTUAL SCHOOL

The district contracts with the Panhandle Area Educational Consortium to provide a full-time virtual program for K-12 students who qualify. This is a 180-day school calendar program and must be applied for by no later than September 1 of each year. This is considered a full- time Liberty County School district alternative school (7001). Students enrolled in Liberty Virtual programs may try out for extra-curricular events such as FHSA sanctioned sports that meet after the regular school day.

Students who are attending **Liberty County Virtual School** can only enter or withdraw from a course at the beginning or end of a semester. Students will **have fourteen days** from the date of enrollment to **enter or withdraw** from a course. For students with disabilities, **IEP teams will determine appropriate placement.**

Pursuant to s. 1002.20 and 1006.15, F.S. a student in an FLVS full-time program who meets specified academic and conduct requirements is eligible to participate in extracurricular activities, including interscholastic activities, at the public school to which the student would be assigned or could choose to attend according to district school board policies. For interscholastic extracurricular activities, the student must meet academic and conduct requirements during the period of participation, must meet any additional requirements as determined by the board of trustees of FLVS, and must meet the same residency requirements as other students in the school at which he or she participates, and must meet the same standards of acceptance, behavior, and performance that are required of other students in extracurricular activities. The students must register his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate. In addition, an FLVS student will be able to participate in curricular activities if that is a requirement for an extracurricular activity. A student who transfers from the FLVS full-time

program to a traditional public school before or during the first grading period is academically eligible to participate in interscholastic extracurricular activities during the first grading period if the student has a successful evaluation from the previous school year. A public or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as an FLVS student until the student successfully completes one grading period in FLVS.

Please note: These policies are subject to change at the end of each nine-week period.

OTHER SCHOOL CHOICE OPTIONS

Parents may seek any public educational school choice option that is available throughout the state of Florida as defined by law.

STUDENT RECORDS

At any time that a decision is made to promote, retain, or administratively assign a student, that decision shall be recorded in the student's cumulative record and copies of any correspondence with parents regarding these decisions shall be maintained.

ATTENDANCE REGULATIONS

Attendance procedures shall be carried out in accordance with the Liberty County School Board Code of Student Conduct and Attendance Policies.

ALTERNATIVE PROGRAMS

Any eligible student may be assigned to the district alternative program by the school administrator following the recommendation of the screening and placement committee, which will be composed of administrative staff from both the sending and receiving school. The availability of space at the alternative school will be a consideration for placement. The screening and placement committee shall make recommendations for assignment according to student eligibility criteria. Before assigning a student to the alternative program, the principal shall notify the student and his/her parent or guardian. Upon completion of intervention program, program staff will initiate student return via meeting of returning school staff, student, and parent to communicate student progress. All programs shall be positive rather than punitive in nature and shall constitute an intervention program for students who experience difficulty in the normal classroom environment. The emphasis of the program shall be placed on meeting individual needs, academic as well as behavioral.

ACCEL OPTIONS

Academically Challenging Curriculum to Enhance Learning (ACCEL) options provide for accelerated instruction to eligible public-school students in grades K-12. (1002.3105, F.S.)

ACCEL options may include:

- Whole-grade and mid-year promotion
- Subject acceleration
- Credit Acceleration Program (CAP) allows a student to earn high school credit in courses required for graduation through passage of an End of Course (EOC), an Advanced Placement Examination, or a College Level Examination Program (CLEP).

Student eligibility requirements include:

- Above average performance on statewide assessments, Level 5
- Grade point average of 4.0 in core courses
- Attendance and conduct records review
- Recommendation from the student's principal or assistant principal
- Approval of the Director of Instruction

At the parent/guardian's request, a review committee of school and district administrators will determine ACCEL eligibility. Any student who meets eligibility criteria and participates in an ACCEL option will do so with a performance contract executed by the parent/guardian, the student, and the school principal/designee.

Required Instruction

- **Florida B.E.S.T. Standards/Next Generation Sunshine State Standards.**

Schools will provide appropriate instruction to assist students in the mastery of the Florida B.E.S.T. Standards for Language Arts, Mathematics, Foreign Languages, the Arts and Health/Physical Education, as well as Next Generation Sunshine State Standards Science, and Social Studies. The Florida Standards/NGSSS form the basis for curriculum, instruction, and evaluation of student performance.

- **Constitution of the United States**

Instruction in the history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the Constitution provides the structure of government.

- **Declaration of Independence**

The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government. **F.S. 1003.421** requires that in the last full week of classes in September all schools celebrate “Freedom Week.” During this week, at least three hours of in-depth instruction on the intent, meaning, and importance of the Declaration of Independence must be included in each social studies class. In addition, at the beginning of each school day or in homeroom during this week, principals and teachers must conduct an oral recitation by students of the following portion of the Declaration of Independence:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”

- **United States/American History**

The history of the United States, including the period of discovery up to the present time. American History shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

- **African American History**

Instruction in the history of African Americans will include the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Such history will be presented in high school American history classes, eighth grade social studies and in other grades or classes where the content is already a part of the curriculum.

- **The Holocaust**

The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

- **9/11 Heroes' Day**

The significance of September 11 will be suitably observed each year. Students enrolled in Civics and U.S. government will receive at least 45 minutes of instruction on topics involving the history and significance of September 11, 2001. This includes the sacrifices of military personnel, government employees, civilians, and first responders both on terrorism; a timeline of events on 9/11/2001; the act of heroism of first responders and humanitarian aid following the attack; the global response to terrorism; and the importance of respecting the civil liberties while ensuring safety and security.

- **History of Asian Americans and Pacific Islanders**

The History of Asian Americans and Pacific Islanders shall be taught and includes the history of Japanese internment camps and incarceration of Japanese Americans during WWII; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society.

- **Resiliency Education: Civic and Character Education and Life Skills Education.**

Civic and character education, and life skills education that builds confidence and supports mental health, are combined to develop and prepare more resilient students.

School districts must annually provide a minimum of five (5) hours of data-driven instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards. The instruction will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

1. Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism;
2. Strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as:
 - a. Empathy, perseverance, grit, gratitude and responsibility;
 - b. Critical thinking, problem solving and responsible decision-making;
 - c. Self-awareness and self-management;
 - d. Mentorship and citizenship; and
 - e. Honesty.
3. Recognition of signs and symptoms of mental health concerns;
4. Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education;
5. Strategies to support a peer, friend, or family member through adversity;
6. Prevention of suicide;
7. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs; and
8. Awareness of local school and community resources and the process for accessing assistance.

Substance Use and Abuse Health Education.

- a. School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education.
 - b. Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for substance use and abuse education will advance each year through developmentally appropriate instruction and skill building.
9. **Child Trafficking Prevention Education.**
- a. Annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness.
 - b. Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for child trafficking prevention will advance each year through developmentally appropriate instruction and skill building.
 - c. Age-appropriate elements of effective and evidence-based programs and instruction to students in grades K-12 related to child trafficking prevention and awareness and must address, at a minimum, the following topics:
 1. Recognition of signs of human trafficking.
 2. Awareness of resources, including national, state and local resources.
 3. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs.
 4. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
 5. Information on how social media and mobile device applications are used for human trafficking.

- **Character Development Program**

The character development program shall be required of all grades K-12 and will be secular in nature. This program should stress patriotism, responsibility, citizenship, kindness, respect, patience, attentiveness, initiative, honesty, charity, self-control, tolerance, and cooperation. Programs in grades 9-12 shall require instruction on:

- Developing leadership skills, interpersonal skills, organization skills, and research skills
 - Creating a resume
 - Developing and practicing the skills necessary for employment interviews
 - Conflict resolution, workplace ethics, and workplace law
 - Managing stress and expectations
 - Developing skills that enable students to become more resilient and self-motivated.
- **Comprehensive Health Education**

Comprehensive Health Education will address concepts of community health, consumer health, environmental health, and family life. Instruction must be “age-appropriate and developmentally appropriate. This includes an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy, mental and emotional health, injury prevention and safety, internet safety, nutrition, personal health, prevention and control of disease, and substance use and abuse. The instruction of abstinence and teenage pregnancy instruction will be limited to grades 6-12. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. Required instruction must include prevention of child sexual abuse, exploitation, and human trafficking. (FS 1003.42 (2)(n))

The district will notify parents of their right to opt their children out of sexual education instruction. Materials will be annually approved and made available to parents.

Instruction in Acquired Immune Deficiency Syndrome (FS 1003.46):

Each district school board may provide instruction in acquired immune deficiency syndrome education as a specific area of health education. Such instruction may include, but is not limited to, the known modes of transmission, signs and symptoms, risk factors associated with acquired immune deficiency syndrome, and means used to control the spread of acquired immune deficiency syndrome. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge, and practice regarding acquired immune deficiency syndrome and its prevention.

Throughout instruction in acquired immune deficiency syndrome, sexually transmitted diseases, or health education, when such instruction and course material contain instruction in human sexuality, a school shall:

- Teach abstinence from sexual activity outside of marriage as the expected standard for all school age students while teaching the benefits of monogamous heterosexual marriage.
- Emphasize that abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, including acquired immune deficiency syndrome, and other associated health problems.
- Teach that each student has the power to control personal behavior and encourage students to base actions on reasoning, self-esteem, and respect for others.
- Provide instruction and material that is appropriate for the grade and age of the student.

- **Physical Education**

It is the responsibility of the district school board to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles and to encourage all students in prekindergarten through grade 12 to participate in physical education. Physical education shall consist of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. All physical education programs and curricula must be reviewed by a certified physical education instructor.

- **Disability History and Awareness Weeks**

During the first two weeks in October each year, the School Board shall designate these two weeks as “Disability History and Awareness Weeks.” During this two-week period, students may be provided intensive instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. The instruction may be integrated into the existing school curriculum and may be delivered by qualified school personnel or knowledge guest speakers with a focus on including individuals with disabilities.

- **Moments of Silence in Public Schools**

Each school will set aside one to two minutes each day during first period for students to have a moment of silence.

- **Other Required Instruction**

In appropriate classes throughout the K-12 curriculum, schools will teach the following: the arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist papers, flag education, including proper display and salute; the elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts; the elementary principals of agriculture; the true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind; kindness to animals; the history of the state; conservation of natural resources; the study of Hispanic contributions to the United States; the study of women's contributions to the United States; the nature and importance of free enterprise to the U.S. economy; the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

- **Required Instruction for Middle School /High School Only**

- **Teen Dating Violence**

The health education curriculum should provide instruction for students in grades 7 through 12 that includes a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. F.S. 1006.148

- **AIDS Education**

Grades 9-12 will be required to teach students the facts about AIDS, its dangers and how it is contracted.

- **Civics Education**

Requires that the half-credit United States Government course include "a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States."

- **Medal of Honor Day**

March 25 of each year is designated as “Medal of Honor Day.” Instruction is required related to patriotism and incorporates the values of the recipients of the Medal of Honor. This content is to be taught in the social studies, or English Language Arts course of through character building initiatives.

- **First Aid Training**

CPR instruction must be provided to students in grades 9 and 11. The instruction must be based on a one-hour, nationally recognized program that offers current, evidence-based guidelines. Students must be allowed to practice the psychomotor skills associated with performing CPR.

- **Documentation**

Documentation of all required instruction will be lesson plans, course outlines, projects, papers, portfolios, performance tasks examinations, other relevant instructional materials, or products of any combination of types of evidence.

DIGITAL MATERIALS, RECOGNITIONS, AND CERTIFICATIONS

The district will make available digital materials for all students in prekindergarten through grade 12 in order to enable students to attain digital skills. The digital materials may be integrated into the subject area curriculum, offered as a separate course, made available through online or digital computer applications.

A series of digital tools certifications will be available for students. These certifications will allow students to increase knowledge and skills in the understanding of computer processing operations and, in most part on cyber security skills that increase a student’s cyber-safe practices.

STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM

Each student must participate in the statewide, standardized assessment program as required by F.S. 1008.22, aligned to the core curricular content established in the Florida State B.E.S.T. Standards and Next Generation Sunshine State Standards. These tools will measure core curricular content established by the standards. Participation in the assessment program is mandatory for all students. If a student does not participate in the assessment program, the district must notify the student’s parent and provide the parent with information regarding the implications of such nonparticipation.

All such assessments must be delivered as dictated by the Department of Education. No more than five percent of a student’s total school hours in a school year will be used to administer

statewide, standardized assessments and district-required local assessments.

Middle grades students enrolled in Algebra I or Geometry must take the statewide, standardized end-of-course assessment for those courses and shall **not** take the corresponding grade-level Florida's Assessment of Student Thinking (FAST). No duplicative testing is allowed. A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course with a statewide, standardized EOC assessment. All other courses may use a district required local assessment as the final cumulative examination. All statewide End of Course Assessments will constitute 30 percent of the student's final course grade. All 11th graders will have the opportunity to take the SAT (Scholastic Aptitude Test) or ACT (American College Test) at no cost to the student, pending state appropriations.

LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATEWIDE STANDARDS

Measurement of student performance is the responsibility of the district, except in those subjects and grade levels measured under the statewide, standardized assessment program. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction. Student performance results on district-required local assessments will be provided to parents no later than 30 days after administering such assessments, unless extenuating circumstances exist and these circumstances are reported to the school board.

DISTRICT AND SCHOOL REPORTS TO CITIZENS

The School District will annually publish:

- Notice of Student Progression Plan availability
- By grade the number and percentage of student in grades 3 through 10 performing at Levels 1 and 2 on reading of the Florida's Assessment of Student Thinking (FAST)
- The total number of students promoted for good cause by category of good cause
- Any revisions to the school board's policy on retention and promotion from the prior year

EDUCATIONAL EQUITY ACT

The Liberty County School Board is committed to ensuring that equal educational opportunities are available to all individuals within the county. Educational programs and employment opportunities are offered without regard to race, color, religion, sex, national origin, handicap, or marital status. In addition, employment opportunities are offered without regard to age. The Equal Equity Coordinator is Jeff Sewell.

SECTION II
SPECIAL CONSIDERATION FOR
ELEMENTARY STUDENTS

GRADING SCALE

Grading Scale Kindergarten

Refer to the attached Kindergarten standards-based report card.

Grading Scale Grades 1 - 12

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

PROMOTION REQUIREMENTS

FS 1008.25 Public school student progression; remedial instruction; reporting requirements.

INTENT – It is the intent of the Legislature that each student’s progression from one grade to another be determined, in part, upon proficiency in ELA, science, social studies and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student’s academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s. 1002.3105

Several elements are to be considered in the promotion of students. Among these are mastery of academic content, social/emotional maturity, study habits and work skills. Any student who fails to meet the criteria for proficiency in reading, writing, math, or science is eligible for remediation and may be retained. All students are expected to participate in district and state testing as appropriate to their level and placement. The district reading curriculum is based on Florida State Standards and utilizes a research-based basal text. The description of proficiency and requirement for regular promotion for grades K-5 are specifically outlined in **Attachment A, K-5 Promotion Expectations**.

REMEDIATION AND DIAGNOSTIC TESTING

FS 1008.25 (2) Each district school board shall establish a comprehensive program for student progression which must include:

- Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
- Specific level of performance in ELA, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the Commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
- Appropriate alternative placement for a student who has been retained 2 or more years.

Each student must participate in the statewide standardized assessment program required by s. 1008.22. Each student who does not meet specific levels of performance on the required assessments as determined by the district school board or who scores below Level 3 on the statewide, standardized English Language Arts assessment or on the statewide, standardized Mathematics assessments in grades 3-8 and the Algebra I EOC assessment must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

A student becomes eligible for remediation any time he/she fails to make adequate progress toward mastery of the state standards and/or needs additional help in order to meet the progression requirements for his/her assigned grade. A student who needs ongoing support to achieve grade level standards is referred to the Problem-Solving Team (PST) to determine the level of assistance needed in the Multi-Tiered System of Support.

MULTI-TIERED SYSTEM OF SUPPORT PLAN

Schools are required to utilize the district Multi-Tiered System of Support Plan for all students, including those students who fail to meet performance standards. The Multi-Tiered System of Support Handbook is designed to guide schools and teachers as they implement a Multi-Tiered System of Support for all students. The Multi-Tiered System of Support model requires that teachers monitor student data obtained through universal screening, formative progress monitoring and classroom assessment/observation throughout the year and implement interventions to meet student needs as identified by this data. Students who do not show progress with Tier I classroom intervention must be reviewed by the Problem-Solving Team (PST) in the school. This team, in conjunction with the teacher, will conduct additional diagnostic assessments to determine a targeted area of need, design a plan for progress monitoring the student, and determine the extent to which intervention must be intensified.

The Multi-Tiered System of Support Plan is supported by the required administration of STAR Reading and STAR Math or similar progress monitoring assessments three times each year. Students who fail to make progress with Tier I classroom intervention must be provided with additional diagnostic assessments.

Students, who score below level 3 on the state assessments for English Language Arts and Math, in addition to students not meeting the specific levels of proficiency as defined by the school district, are included in ongoing progress monitoring, and are provided with classroom intervention specific to their identified need(s). Strategies for these students must be documented by the classroom teacher and monitored to assure that the students are improving as a result of the interventions(s). A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of 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)
- A school wide system of progress monitoring for all students as described above); or
- An individual progress monitoring plan (as determined by the school Problem Solving Team). This is documented using forms provided in the MTSS Handbook.

REPORTING STUDENT PROGRESS

The district shall report to the parent the student's results on each statewide assessment test. The student's progress toward achieving state and district expectations for proficiency in English Language Arts, science, and mathematics shall be reported to the student and his/her parent or legal guardian each nine weeks via the report card. The evaluation of each student's overall progress shall be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. *FS 1008.25 (8) (a)*

The report card shall clearly depict:

- The student's academic performance in each class or course. This grade indicates the student's mastery of the Florida State Standards for English Language Arts and Math for the assigned grade level. Grades will be based upon written papers, class participation, teacher observation, portfolio documentation, performance tasks, written and oral tests, and/or other academic performance criteria;
- The student's conduct and behavior; and
- The student's attendance, including absences and tardies.

The student's final report card for a school year will contain a statement indicating end-of-the year status regarding promotion.

GOOD-CAUSE PROMOTION TO GRADES OTHER THAN FOURTH

Good cause for promotion to grades other than fourth may exist for students who fail to meet

the specified requirements if documented evidence indicates that the student is meeting some performance levels for student progression, and it is in the student's best interest to be promoted. Documented evidence includes student performance on district, state assessments, classroom tests, classroom assignments, ongoing progress monitoring, IEPs, report cards, alternative assessments, and/or student portfolios.

Any one of following criteria can be used to determine if a good cause promotion is warranted for progression to any elementary grade except fourth if the student:

- Is a limited English proficient student who has had less than two years of instruction in an English Language Learner (ELL) program.
- Is a student with disabilities, whose Individual Educational Plan (IEP) indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education Rule.
- Is a student who demonstrates an acceptable level of performance on a standardized reading assessment.
- Is a student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the state standards in reading equal to at least a Level 2 performance on the state standards assessment for English Language Arts.
- Is a student with disabilities who participated in the state assessment and who has an Individual Education Plan (IEP) or a Section 504 plan that reflects that he/she has had intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained.
- It is the recommendation of the Intervention Support Team that conditions exist which would cause this student to be more successful at the next grade and/or that retention would be more adverse than promotion.

Promotion for good cause shall be documented. The student shall have received intervention as determined by the school Problem Solving Team, and the student's progress shall have been monitored. The student's teacher shall submit the "Promotion for Good Cause" documentation to the principal and shall indicate that the promotion of the student is appropriate and is based upon the student's academic record. The principal shall review and discuss the recommendation with the teacher and determine promotion or retention. If the principal determines that the student should be promoted, the principal shall make the recommendation in writing to the Superintendent. The Superintendent shall accept or reject the principal's recommendation in writing. The documentation form shall be placed in the student cumulative folder.

READING DEFICIENCY – INTENSIVE READING INSTRUCTION

Any student who exhibits a substantial deficiency in reading **or math**, based upon screening, diagnostic, progress monitoring or assessment data; statewide assessment, must be

provided research based intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. The school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored, and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the Problem-Solving Team, which may include achieving a Level 3 on the statewide standardized English Language Arts assessment, based on individual student need as outlined in one of the three designated plans. Intensive instruction includes, but is not limited to, the following characteristics:

- Diagnosis/prescription targeted to specific skill development
- Explicit and systematic small group instruction or targeted skills
- Smaller chunks of text or content
- Guided and independent practice
- Materials specific to intensive instruction
- Skill development and practice integrated into all activities
- Frequent monitoring and
- Criterion based evaluation of success
- Other interventions as specified by the Multi-Tiered System of Support Plan

Reading and Math Deficiency and Parental Notification

The parent of any student in K-4 who exhibits a substantial deficiency in reading or math, as described above must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading or math;
- A description of the current services that are provided to the child;
- A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies for parents to use in helping their child succeed in reading proficiency;
- That the state assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion;
- The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio;
- The district's specific criteria and policies for mid-year promotion. Mid-year promotion

means promotion of a retained student during the year of retention once the student has demonstrated the ability to read at grade level. The latest a mid-year promotion can occur is at the beginning of the second semester during the year of retention.

In addition, upon identification of a K-3 student's reading deficiency, the school shall consult with the parent regarding the ongoing progress of the student as required by the Multi-Tiered System of Support plan. Documentation of notification of reading deficiency to individual parents shall be kept in the students' cumulative folder.

If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in English Language Arts for grade 3, the student must be retained. *F.S. 1008.25 (5)(c)4*

Beginning in the 2020-2021 school year interventions must be provided by a teacher who is certified or endorses in reading and incorporate strategies identified by Just Read! Florida Office.

THIRD GRADE PROGRESSION GUIDELINES

Good Cause Promotions to Fourth Grade:

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Although a student may not have achieved all performance levels for regular promotion, conditions may exist such that retention would be more adverse for the student than promotion. Under these circumstances a student may be promoted with "good cause" from third to fourth grade.

The district school board may only exempt students from mandatory retention, as provided in FS 1008.25 paragraph (5)(b), for good cause. Good cause exemptions shall be limited to the following:

- Limited English proficient students who have had less than 2 years of instruction in English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
- A student with disabilities for whom the Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212.
- Students who demonstrate an acceptable level of performance on an alternative standardized Reading or Language Arts assessment approved by the State Board of Education.
 - To promote a student using the STAR Reading as an alternative assessment for good cause exemption, the student scoring at a Level 1 on the Reading FSA must score at or above the 50th percentile on the STAR READING assessment.

- A student who demonstrates, through a student portfolio, that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment. To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must:
 - Be selected by the student's teacher.
 - Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.
 - Include evidence that the benchmarks assessed by the Grade 3 reading FSA have been met. This will include multiple-choice items and passages that are approximately 60 percent literary text and 40 percent information text and that are between 100 and 700 words with a District's school's adopted core reading curriculum that are aligned with the Florida standards or teacher prepared assessments that are aligned with the Florida standards.
 - Be an organized collection of evidence of the student's mastery of the Florida Standards Benchmarks for English Language Arts that are assessed by the Grade 3 reading FSA. For each benchmark, there must be at least five examples of mastery as demonstrated by a grade of "C" or above and be signed by the teacher and the principal as an accurate assessment.
- Students with disabilities who take the statewide, standardized Reading assessment or upon implementation the English Language Arts assessment, and who have an IEP or Section 504 Plan that reflects that the student has received the intensive instruction in reading and English Language Arts, as required by the Florida Statute, for more than 2 years but still demonstrates a deficiency and was previously retained grade Kindergarten, 1st, 2nd, or 3rd grade.

Requests for Good Cause Exemptions for students from the mandatory retention requirement as described above shall be made consistent with the following:

- Teacher submits evidence to principal that promotion is appropriate and based on student's academic record and the existing Progress Monitoring Plan and/or IEP, if applicable;
- Principal reviews and discusses with teacher and determines promotion or retention;
- Principal recommends promotion in writing to the district school superintendent;
- Superintendent accepts or rejects principal's recommendation in writing.

Summer Reading Camp

Third grade students who score below Level 2 on the state assessment in English Language Arts are offered the opportunity to attend the Summer Reading Camp. Depending on available room, the camp may be offered to other 3rd Grade students on an as-needed basis. The location will be determined annually.

Summer Reading Camp is an intensive reading remediation course designed to meet the needs

of students who do not score above Level 1 on the reading portion of the state assessment. Students are provided the opportunity to demonstrate proficiency on the state-provided portfolio, and or an alternate assessment, STAR READING to demonstrate academic growth.

If a third grade student who scores Level 1 on the state assessment does not attend the Summer Reading Camp, the student shall be retained unless the student meets one of the good cause exemptions and is determined eligible for promotion for good cause. Beginning in 2020-2021 school year only certified or reading endorsed teachers may teach summer reading camp.

Mid-Year Promotions for Retained Third Graders

Mid-year promotion is defined as promotion of a retained student during the year of retention once the student has demonstrated the ability to read at grade level. The latest a mid-year promotion can be considered is the beginning of the second semester of the school year. Mid-year promotion is only applicable to a 3rd grade student who meets all of the following criteria:

- Did not qualify for a Good Cause promotion.
- Demonstrates through portfolio or standardized assessment that he/she is a successful and independent reader and performing at or above grade level in English Language Arts.
- Demonstrate proficiency levels in reading equivalent to the level necessary for beginning of 4th Grade.
- Demonstrates achievement that provides a reasonable expectation that the student's progress is sufficient to master appropriate 4th Grade level reading skills.

A student who meets the above criteria for mid-year promotion is recommended for such by his/her teacher to the principal. The final decision for any promotion rests with the principal. Upon mid-year promotion, the appropriate notation is made in the district management information system and the student is placed so that he/she can work at the new grade level. The student will take the state assessment for the new grade level assigned during statewide spring testing.

Notice to Parents of Third Grade Students Who Are Retained

Written notice will be given to the parent or legal guardian of any third grade student who is retained.

- Include the reasons that the child is not eligible for a good cause exemption.
- Include a description of proposed interventions and support that will be provided to the child to remediate the identified areas of reading deficiency.

- Be preceded by the notification of the student's reading deficiency as identified earlier in the school year.
- Inform the parent of the availability of a Summer Reading Camp if the retention occurs at the end of the regular school year.

SUCCESSFUL PROGRESSION FOR RETAINED READERS

F. S. 1008.25 (7) – Students who are retained in third grade will be provided intensive interventions in reading to improve the student's specific reading deficiency and prepare the student for promotion to the next grade. Such interventions and supports may include:

- Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies prescribed by the school district.
- Effective instructional practices
- Opportunity to participate in the district's summer reading camp
- Appropriate intensive materials
- The opportunity to have a portfolio for good cause promotion. This portfolio shall contain evidence of mastery of benchmarks as well as other information to inform parents and teachers of the student's proficiency, such as results of diagnostics and progress monitoring.
- In addition, retained third grade student should be provided a high-performing teacher as determined by student performance data and the teacher's above-satisfactory performance appraisals.

Retained third grade students, as provided in F.S. 1008.25 (7)(b), schools shall (1) Conduct a review of student progress monitoring plans (Tier 1) for all students who did not score above Level 1 on the reading portion of the state assessment and did not meet the criteria for one of the good cause exemptions as allowed in statute. The review shall address additional supports and services, as described below, needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student.

- Integration of content rich texts in science and social studies within the 90-minute block.
- Small group instruction.
- Reduced teacher-student ratios.
- More frequent progress monitoring.
- Tutoring or mentoring.
- Transition classes containing 3rd and 4th grade students.
- Assignment to a highly effective teacher, and beginning July 1, 2020, the teacher must also be certified or endorsed in reading.

READING SCHOLARSHIP ACCOUNTS

Students in grades 3 through 5 who are enrolled in a Florida public school and scored below a Level 3 on the grade 3 or grade 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year are eligible for a Reading Scholarship Account. An eligible student who is classified as an English Language Learner and is enroll in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students shall receive priority for this funding.

Parents of eligible students will be notified by September 30th or as soon as the department releases information of the process to request and receive a reading scholarship, **subject to available funds**. Parents must submit an application to an eligible nonprofit scholarship funding organization by the deadline established by the SFO. Parents submit eligible expenses to the SFO for reimbursement of qualifying expenditures which may include instructional materials, curriculum, part-time tutoring, summer programs, and fees for after-school education programs.

HOME BOOK DELIVERY FOR ELEMENTARY STUDENTS

Student in grades K through 5 who are reading below grade level are eligible to receive free books sent to their home. Eligible students include K-5 students with a substantial reading deficiency or those who scored below a Level 3 on the preceding year's statewide ELA assessment. The district will provide information to the parents of eligible students regarding this initiative.

VIRTUAL INSTRUCTION

Refer to Section I, General Procedures and the Virtual Education procedures and resources section of this document.

HOSPITAL HOMEBOUND

The procedure to apply for Hospital/Homebound services begins with a parent/guardian getting a Hospital/Homebound referral from the appropriate school personnel (counselor or administrator), getting it completed and signed by a licensed physician, and returning it to the school guidance department. Guidance, School Admin., ESE Department will review to determine if required criteria are met. The doctor must include his or her license number on the referral.

- In most cases, a student's Hospital/Homebound coursework will be limited to the core academic classes (language arts, math, social studies, and science classes). The Hospital/Homebound classes will be determined at the staffing, a meeting which includes a counselor, teachers, parents, and the student (if possible).

- Students will be placed on Hospital/Homebound on a full-time basis. Services are only for students who will be out more than 15 consecutive days. Otherwise, makeup work will be coordinated at the school. A normal pregnancy does not constitute Hospital/Homebound services. A student has up to six weeks of leave after giving birth, but this will not be considered Hospital/Homebound. The school will coordinate makeup work for the student.

Section III.
SPECIAL CONSIDERATION FOR
MIDDLE SCHOOL STUDENTS

FLORIDA CURRICULUM FRAMEWORKS AND STATE STANDARDS

In accordance with 6A-1.09401 SBR, the state standards shall be the basis for the curriculum and instruction in grades 6-8. These benchmarked standards provide a broad curriculum base and describe what students should know and be able to do in grade 6-8 in the subjects of language arts, math, science, social studies, and physical education and will be included in the middle school curriculum. Appropriate instruction will be provided to assist students in the achievement of these standards.

COURSE CURRICULUM FRAMEWORKS

Florida Course Descriptions for Grades 6-12, Basic and Adult Education provides the essential content and course requirements for courses listed in the *Course Code Directory and Personnel Assignment for Florida Schools* will form the basis of instruction for each course. In order to successfully complete a course, a student must master these curriculum frameworks and obtain a passing grade for the course. The grading scale is as follows:

Grading Scale Grades 6-8

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

Note: Grade Point Value only calculates into high school GPA (grade point average) for high school credit courses. Grades in all subjects are to be based upon the student's degree of mastery of the instructional objectives for the subject. The determination of the specific grade a student receives must be based upon the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

GENERAL REQUIREMENT FOR GRADES 6-8

- Three courses in mathematics.
- Three courses in language arts, which shall include experiences in reading, writing, and speaking.
- Three courses in science

- Three in social studies, which shall include;
 - A yearlong World History course – MJ World History, 2109010 or MJ World Geography 2106010
 - A yearlong Civics course – MJ Civics, 2106010
 - All students taking Civics will take the Civics EOC (end of course) exam, which will constitute 30% of the yearlong Civics grade.
 - Middle grades students must pass the **Civics course** to be promoted to Grade 9.
 - A middle grades student who transfers into the state public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of 8th grade is not required to meet the civics education requirement for promotion from the middle grades if the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
 - A yearlong U. S. History and Career Planning- MJ 2100015.
 - The career course must be Internet based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. The course must result in a completed personalized academic and career plan for the student. The plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System admission requirements; opportunities to earn college credit in high school through dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to s. 1003.492
- One semester per year of physical education unless a waiver applies. Waiver requirements include the following;
 - The student is enrolled or required to enroll in a remedial course.
 - The students parent indicates in writing a request that the student enroll in another course offered as an option by the LEA or states that the student is participating in physical activities outside the school day that meet or exceed the mandated requirement.

- Computer science course is recommended.

HIGH SCHOOL CREDIT

Credit earned by a student in a course designated in the Course Code Directory as grade 9-12 may be used to satisfy high school graduation requirements. These courses will follow the state standards for the course and will be counted in the cumulative grade point average used for high school graduation. Note: High school courses with a state mandated End of Course exam will not have a final grade until the EOC exams are factored in as 30% of the yearlong grade.

VIRTUAL INSTRUCTION

Refer to Section I, General Procedures and the Virtual Education section of this document.

MIDDLE SCHOOL REQUIREMENTS FOR PROMOTION

The description of proficiency and requirements for regular promotion for grades 6 – 8 are specifically outlined in **Attachment A – 6th – 8th Grade Promotion Expectations**.

CREDIT RECOVERY

- Students in grades 6th – 8th may repeat failed core courses needed for promotion to Ninth Grade through Credit Recovery. Credit Recovery will be provided during summer school and when available during the school year.
- Failed semesters retaken will be averaged together.

GRADE FORGIVENESS PROCEDURE

The following criteria will be used for grade forgiveness. Any course grade not replaced according to these guidelines must be included in the calculation of the cumulative grade point average. Assistance will be provided for students having difficulty in not meeting completing required middle school courses. Such assistance may include but is not limited to summer school attendance, counseling, forgiveness policies, school sponsored help sessions when available.

Procedure:

- Middle Grades courses with a grade of “D” or “F” must be replaced with a grade of C or better in the same or comparable course.

- A high school credit course taken in grades 6-8 may be retaken if the student made a “C”, “D”, or “F” in the course. The higher of the two grades will be used and the lower grade forgiven.
- See additional forgiveness requirements in the high school section for high school courses taken in middle grades.

REMEDIATION

Students who do not meet the district levels of performance in English Language Arts, mathematics, or science or who do not meet the specific levels of performance on statewide assessments shall be provided intensive remediation and or supports as determined to be in the best interest of the student. Various assessments will be used to identify the nature of the student’s difficulty and areas of academic need. The district/school Multi-Tiered System of Support Plan and the District Reading Plan will guide instructional decisions. The professional judgement of school personnel will also be a part of determining if students need remediation in instances where there is insufficient or inconsistent data to support or deny the need for remediation.

MULTI-TIERED SYSTEM OF SUPPORT PLAN

Schools are required to utilize the district Multi-Tiered System of Support Plan for all students, including those students who fail to meet performance standards. The Multi-Tiered System of Support Handbook is designed to guide schools and teachers as they implement a Multi-Tiered System of Support for all students. The Multi-Tiered System of Support model requires that teachers monitor student data obtained through universal screening, formative progress monitoring and classroom assessment/observation throughout the year and implement interventions to meet student needs as identified by this data. Students who do not show progress with Tier I classroom intervention must be reviewed by the Problem-Solving Team (PST) in the school. This team, in conjunction with the teacher, will design a plan for progress monitoring the student, and determine the extent to which intervention must be intensified.

The Multi-Tiered System of Support Plan is supported by the required administration of FAST Reading and FAST Math three times each year. Students who fail to make progress with Tier I classroom intervention must be provided with additional diagnostic assessments.

Students who score below level 3 on the state assessments for English Language Arts and Math, in addition to students not meeting the specific levels of proficiency as defined by the school district, are included in ongoing progress monitoring and are provided with classroom intervention specific to their identified need(s). Strategies for these students must be

documented by the classroom teacher and monitored to assure that the students are improving as a result of the interventions(s). A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of 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)
- A school wide system of progress monitoring for all students as described above); or
- An individual progress monitoring plan (as determined by the school Problem Solving Team). This is documented using forms provided in the MTSS Handbook.

MIDDLE GRADES INTENSIVE READING REQUIREMENTS

Each year in which a student scores a Level 1 on the state assessment in English Language Arts, the Problem-Solving Team will review all available data and determine if enrollment in an intensive reading course for the following year is in the best interest of the student. Placement of students scoring Level 2 may be provided in an intensive reading course or a content area course in which reading strategies are delivered as prescribed in the K-12 Comprehensive District Reading Plan.

REPORTING STUDENT PROGRESS

The progress of each student toward achieving state and district requirements will be reported to each student and his/her parents or legal guardian each nine weeks (report cards).

Report Cards must clearly depict the student's academic performance in each class or course must be based upon written papers, class participation, teacher observation, portfolio documentation, written and oral tests and/or other academic performance criteria.

The final report card for a school year shall contain a statement indicating end-of-the-year status regarding promotion or non-promotion. Students that receive passing grades on their report card can be assumed to be working on grade level, unless otherwise noted on the student's report card.

Each student and his/her parent or guardian will be able to receive a written report of the student's results on each statewide assessment test when the state releases those scores.

HOSPITAL/HOMEBOUND GUIDELINES

The procedure to apply for Hospital/Homebound services begin with a parent/guardian obtaining a Hospital/Homebound referral from the appropriate school personnel (counselor or administrator), having it completed and signed by a licensed physician, and returning it to the school guidance department. The form will be reviewed with the ESE Department to determine

if criteria for Hospital/Homebound services are met. The doctor should include his or her license number on the referral.

- In most cases, a student's Hospital/Homebound coursework will be limited to the core academic classes (language arts, math, social studies, and science classes). The Hospital/Homebound classes will be determined at the staffing, a meeting which includes a counselor, teachers, parents, and the student (if possible)
- Students will be placed on Hospital/Homebound on a full-time basis. Services are only for students who will be out more than 15 consecutive days. Otherwise, makeup work will be coordinated at the school. The school will coordinate getting makeup work for the student.

HOME EDUCATION

See General Procedures Section

SECTION IV
SPECIAL CONSIDERATION FOR
HIGH SCHOOL STUDENTS

FLORIDA CURRICULUM FRAMEWORKS AND STATE STANDARDS

In accordance with 6A-1.09401 SBR, the adopted state standards shall be the basis for the curriculum and instruction in grades 9-12. These benchmarked standards which provide a broad curriculum base and describe what students should know and be able to do in grades 9-12 in the subjects of Language Arts, Math, Science, Social Studies, Art, Health/Physical Education, and foreign language will be included in the high school curriculum. Appropriate instruction will be provided to assist students in the achievement of these standards.

COURSE CURRICULUM FRAMEWORKS

Florida Course Descriptions for Grades 6-12, Basic and Adult Education provides the essential content and course requirements for courses listed in the Course Code Directory and Personnel Assignments for Florida Schools will form the basis of instruction for each course. In order to successfully complete a course, a student must master these curriculum frameworks and obtain a passing grade for the course. Methods for assessing mastery of these standards may include observation, classroom work, homework assignments, and examinations. Certification of mastery of these standards will be a passing score in the course.

Grading Score 9-12

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

Grades in all subjects are to be based upon the student's degree of mastery of the instructional objectives for the subject. The determination of the specific grade a student receives must be based upon the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

HOURLY CREDIT REQUIREMENT

Credit for high school graduation in grades 9-12 will be offered on a semester basis. Students that successfully complete the course requirements will be awarded 1/2 or 1 credit. A credit equals 135 hours of instruction in a course except as otherwise provided through the Credit Acceleration program (CAP) under section 1003.4295 (3). For 1/2 credit, students must have 67.5 hours of instruction. Students needing additional time to complete the course requirements will

be provided the time (1003.436(2)).

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra I, Geometry, United States History or Biology if the student passes the statewide, standardized assessment administered under s. 1008.22. The district will award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. The district will permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment.

Exception: Students will not be awarded any credit in courses for which there is a state mandated End of Course exam until results of the EOC exams are assessed. All state mandated EOC exams will count as 30% of the yearlong grade.

ATTENDANCE REGULATIONS

Florida Statute 1003.436(1)(a) For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under s. 1003.4295(3).

In accordance with this statute, Liberty County High School will implement the following policy: a student that does not complete the required 67.5 seat time hours (75 class periods) per 1/2 credit attempted will receive an Incomplete until the hours are made up during summer school or allotted times during the school day. Upon satisfying the seat time requirement, in addition to a passing grade, the student will then receive the 1/2 credit. This policy applies to all unexcused absences including pre-approved absences. If the seat time is not made up by the end of summer school, the grade will revert to an "F".

Attendance procedures shall be carried out in accordance with the Liberty County Student Code of Conduct and the high school attendance policy.

Exception: Students will not be awarded any credit in courses for which there is a state mandated End of Course exam until results of the EOC exams are assessed and added as 30% of the yearlong grade.

HOSPITAL/HOMEBOUND GUIDELINES

The procedure to apply for Hospital/Homebound service begins with a parent/guardian obtaining a Hospital/Homebound referral from the appropriate school personnel (counselor or administrator), having it completed and signed by a licensed physician, and returning it to the school guidance department to be reviewed with the ESE Department to determine if required criteria for services are met. The doctor should include his or her license number on the referral.

- In most cases, a student's Hospital/Homebound coursework will be limited to the core

academic classes (English, Math, Social Studies and Science classes that do not include extensive lab work). Exceptions will be made for students in their senior year who need more courses to graduate, or for students who are close to the end of a semester. The Hospital/Homebound classes will be determined at the staffing, a meeting which includes a counselor, teachers, parents, and the student if possible.

- Students will be placed on Hospital/Homebound on a full-time basis. Services are only for students who will be out more than 15 consecutive days. Otherwise, makeup work will be coordinated through the school. A normal pregnancy does not constitute Hospital/Homebound services. A teen mother has up to six weeks of leave after giving birth, but this will not be considered Hospital/Homebound. The school will coordinate getting makeup work for the student.

CREDIT EARNED/RETRIEVED THROUGH OTHER PROGRAMS

Students currently enrolled at Liberty County High School may earn additional credit for promotion or for graduation beyond those credits obtained during Summer School according to the following guidelines:

- Signed prior approval of the principal or designee must be granted.
- Students not taking advantage of summer school credit retrieval will be re-enrolled in the regular course during the following school year. Students with extenuating circumstances will require the approval of the principal before being given the opportunity to retrieve the credit (s) through the online credit retrieval program.
- Students may retrieve up to four credits during their high school career while simultaneously enrolled in the regular school year.
- Students in jeopardy of not meeting the 2.0 GPA required for graduation may earn up to three initial courses through credit retrieval software programs or other alternative programs during their high school career.
- Students desiring to earn course credit through other programs or other special summer programs sponsored by colleges and universities must receive prior approval from the guidance counselor and/or principal before enrolling in the program. Verification must be provided by such programs that the coursework includes state and district curriculum frameworks and state standards. Credit may be awarded to the student upon verification of the student's successful completion of the course.
- For graduation purposes, an official transcript of final credits awarded must be received by Liberty County High School one week prior to graduation.
- Florida law allows students to enroll in courses available through the Florida Virtual School and the school district shall award credit for successful completion of such courses. Student may access FLVS courses before, after and during the school day,

based on availability of computer stations, and not to exceed one periods per day. The school district is not required to provide access to or supervision for Florida Virtual School courses on the school campus. With an administrator or designee's authorization, students may enroll in FLVS for acceleration, enrichment, or forgiveness of a "D" or "F" in a course.

- Students earning an F in a virtual course may not enroll in a virtual course for the next two semesters.

TRANSFER OF CREDITS

Credits for all students transferring into the high school program will be accepted if credit is earned in an accredited public school, an accredited private school, an accredited military school, an accredited correspondence school, or a home education program under the conditions set forth in "Home Education Guidelines."

Withdrawal grades for courses taken in another accredited school, as outlined above, will be given to teachers to combine with their grades to allow students to earn credits in the designated courses.

HOME EDUCATION GUIDELINES

F.S. 1003.01 defines home education as "sequentially progressive instruction of a student in his or her home by his or her parent, guardian or designee." Students in a home school program may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination. Credit for all students transferring into the high school program from a home education program will be granted according to the following procedures:

- Home schooled students seeking a Liberty County High School diploma must be enrolled at Liberty County High School for their entire senior year. The process for determining credits and grade placement must begin prior to the next school year. Credits will be awarded only after the student is enrolled at Liberty County High School.
- Students can be required to submit a portfolio of work completed for courses equivalent to courses in the Florida Course Code Directory. Parents/guardians can provide a written recommendation of grade placement from a current Florida DOE certified teacher (include certificate number). A portfolio review committee will make recommendations to the principal to determine if the work submitted is sufficient to warrant taking the appropriate semester exams in each subject requested. Recommendations will be based on evidence of completion of state course

performance standards for each course.

- Credits will be validated after the first grading period; the student must maintain a 2.0 GPA or higher at the end of the first grading period in each sequential required course in order to validate the previous course.
- Students will receive a “Pass” (P) grade for all validated home education courses submitted unless from an accredited institution. These will not factor into the grade point average.
- Meet all graduation requirements in the Student Progression Plan.
- Students must pass all required state assessments including End of Course exams at the appropriate grade level.
- Home education credits earned through an accredited institution will be accepted and treated as transfer grades. Official transcripts from the accredited institution must be submitted to Liberty County High School in order to receive credit.
- A home education student must be enrolled full-time in Liberty County High School the entire second semester of their junior year and the entire first semester of their senior year in order to be eligible for Valedictorian, Salutatorian, or Top Twenty. The majority of the grades for the student’s high school credits must be numeric or alpha (not Pass/Fail).
- If a home education student is approved to take a course at Liberty County High School, he/she must attend that class full-time and is held to the school attendance policy. The student is only to be on campus for that class period or periods.
- A home education student may participate in extra-curricular activities and is required to attend the class for an activity if that is part of the requirement to participate (i.e. Band).
- A home education **(FLVS, Liberty Virtual, or any other home program)** student wishes to participate in Liberty County High School graduation ceremonies, prom, or homecoming activities will be required to pay all applicable class dues and fees.
- A home education **(FLVS, Liberty Virtual, or any other home program)** student is not eligible for Liberty County High School local scholarships.
- Beginning with the 2022-23 eleventh grade class (graduating class of 2024), the LCSB will no longer pay for dual enrollment coursework for home education students who reside outside of Liberty County.

To withdraw a student for enrollment in a home education program, a parent/guardian must notify the Superintendent of Schools, in writing, of the intent to provide home education for the student. A copy of the notification of intent to provide home education will be kept on file at the Liberty County School Board office and the home school will be notified.

LIBERTY COUNTY VIRTUAL SCHOOL FULL TIME (SCHOOL 7001)

Liberty County contracts with the Panhandle Education Consortium (FLVS PAEC) to offer a virtual school as part of the Liberty County School District for grades K-12.

- Liberty County FLVS PAEC is a full class schedule for 180 days that approximately aligns with the Liberty County School District calendar.
- Students of school 7001 may try out for extra-curricular activities ~~that do not require course enrollment~~ at Liberty County High School.
- Registration for Liberty County's FLVS PAEC is available online, through approximately the first two weeks of school. Parents are notified online if students qualify for this program.
- All students are eligible to participate in any of the following:
 - School district operated part or full time FLVS PAEC programs.
 - A virtual program provided by the school district or by a virtual charter school.
 - Full time virtual charter school instruction to students within the school district or to students in other districts throughout the state.

GRADE FORGIVENESS PROCEDURE

The following criteria will be used for grade forgiveness. Any course grade not replaced according to these guidelines must be included in the calculation of the cumulative grade point average required for graduation. Semester grades for required and elective courses may be averaged together to earn credit. Assistance will be provided for students having difficulty in maintaining a 2.0. Such assistance may include, but is not limited to, summer school attendance, counseling, volunteer/peer tutoring, forgiveness policies, and school sponsored help sessions.

Procedure:

- Courses with a grade of "D" or "F" must be replaced with a grade of "C" or better in the same or a comparable course. (Exception: A high school credit course taken in grades 6-8 may be retaken if the student made a "C", "D", or "F" in the course.) The higher of the two grades will be used and the lower grade forgiven.
- A grade of "D" or "F" in a required course may be forgiven by earning a passing grade in the same or a comparable course. (i.e. a World History course forgives a World History

Honors course; both have the code of WH);

- A Level 1 course may not forgive a Level 2 or a Level 3 course (i.e. Pre-Algebra does not forgive Algebra II);
- A Level 2 course may forgive a Level 3 course of the same course title only (i.e. a subsequent grade in Geometry can forgive a “D” or an “F” in Geometry Honors, but not Pre-Calculus.) No Honors, Advanced Placement, or Dual Enrollment weighted bonus points will be awarded for a non-weighted replacement class.
- Elective courses with a grade of “D” or “F” may be replaced with any subsequent course with a grade of “C” or higher.

Other Means of Grade Forgiveness

Final grades of “D” or “F” may be forgiven through another accredited means such as Florida Virtual School or credit recovery courses. Student must provide official transcripts for courses taken outside of the district.

PROMOTION REQUIREMENTS – 24 CREDIT STANDARD DIPLOMA

To graduate with their designated cohort, students should progress according to the standards outlined above. Students not meeting these criteria will be promoted to the next grade level and given the opportunity to retrieve required credits.

9th Grade: 6 Credits to include 1 English and 1 Math credit

10th Grade: 13 Credits to include 2 English and 2 Math credits

11th Grade: 19 Credits to include 3 English and 3 Math credits

12th Grade: 24 Credits to include all graduation requirements

GRADUATION REQUIREMENTS – 24 CREDIT STANDARD DIPLOMA

Twenty-four (24) credits earned in Grades 9-12 as specified in the Student Progression Plan, satisfactory performance on the 10th Grade Florida’s Assessment of Student Thinking (FASTA-ELA), Algebra I End of Course exam, and a 2.0 cumulative grade point average are required for graduation.

When a student retakes a course, and earns a higher grade for that course, the higher grade will be used in computing the cumulative grade point average. A student may only retake a course in which he/she earned a grade of “D” or “F”. All courses taken (24 credits and beyond)

are used in the grade point average calculation. No courses may be dropped in the GPA calculation except due to grade forgiveness.

NOTE: Students who fail to pass any of the state required graduation tests, or who do not earn a 2.0 grade point average, may have the option to return to school for an additional year to attempt to fulfill these requirements through remediation and support services. The school district retains the option to determine how this remediation will take place.

Students who may be deemed as potential dropouts or whose cumulative grade point average drops below a 2.0 will have the opportunity to enroll in career-themed courses or participate in career and professional academies. The student will be provided in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the student is at risk of dropping out or has a cumulative grade point average below a 2.0.

Standard Diploma Requirements Include:

- Twenty-four credits earned in Grades 9-12 as specified in the Student Progression Plan
- Satisfactory performance on the 10th grade Florida's Assessment of Student Thinking (FAST in English Language Arts and on the required Algebra I EOC
- A 2.0 cumulative grade point average for all courses taken.
- Financial literacy will be provided as an elective course.

Concordant and Comparative Scores by Year Student Entered Grade 9

Cohort	Scheduled Graduation Date	Concordant Scores
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Those who entered 9 th grade in 2018-2019 and beyond	Spring 2022 and beyond	<p>Students can only use newly adopted scores for Grade 10 FSA ELA:</p> <ul style="list-style-type: none"> • 480 on SAT EBRW or • An average of 18 on ACT English and Reading <p>For Algebra 1 EOC:</p> <ul style="list-style-type: none"> • 420 on SAT Math or • 16 on ACT Math <p>Students who were scheduled to take the Spring 2020 Grade 10 ELA or Algebra I EOC assessment may use a concordant or comparative score as soon as it is earned.</p> <p>Update Classical Learning Test</p>
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Note: Beginning with the 2022-2023 school year students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than two years and have met all requirements for the standard high school diploma except the passage of any must-pass assessment under ss. 1003.4282, may satisfy the Grade 10 English Language Arts assessment requirement for graduation by satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with State Board Rule.

CERTIFICATE OF COMPLETION

- Graduating Seniors who have met all the requirements for a Standard Diploma except for passing the required state assessments and/or earning a 2.0 grade point average are eligible for a Certificate of Completion.
- Students may be admitted to a state community college with a Certificate of Completion if they have a 2.0 grade point average, but do not have passing scores on the required state assessments for graduation.
- Students may be required to pass the GED test before earning a diploma from a state community college.
- State universities do not recognize a Certificate of Completion for admission.

Students Entering Grade 9 in the 2013-2014 School Year and Beyond

4 Credits English/ELA
<ul style="list-style-type: none"> • Pass the statewide, standardized grade 10 Reading assessment or earn a concordant score in order to graduate with a standard diploma.
4 Credits Mathematics
<ul style="list-style-type: none"> • One of which must be Algebra I and one of which must be Geometry. • A student who takes Algebra I must take the Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. The EOC results constitute 30 percent of a student's final course grade. • A student who takes Geometry must take the EOC assessment. The EOC results constitute 30 percent of a student's final course grade. • A student who earns an industry certification (1) that articulates to college credit may substitute the certification for up to two mathematics credits, except for Algebra I and Geometry. • A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra I and Geometry. The credit may not be used to substitute for both a mathematics and a science credit.
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology I, two of which must be equally rigorous science courses. • Two of the three required credits must have a laboratory component. • A student who takes Biology I must take the EOC assessment. The EOC results constitute 30 percent of a student's final course grade. • A student who earns an industry certification (1) that articulates to college credit may substitute the certification for one science course (except for Biology I). • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I). The computer science course may not substitute for both a mathematics and science credit.

Students Entering Grade 9 in the 2013-2014 School Year and Beyond (continued)	
3 Credits Social Studies	
<ul style="list-style-type: none"> • One credit in World History. • One credit in U. S. History. <ul style="list-style-type: none"> ◦ A student who takes U.S. History must take the U.S. History EOC assessment. The EOC results constitute 30 percent of the student's final course grade. • One-half credit in U. S. Government. <ul style="list-style-type: none"> ◦ A student who takes U.S. Government must take the civic literacy assessment that can be used to fulfill the postsecondary education requirement. • One-half credit in Economics. 	
1 Credit Fine and Performing Arts, Speech and Debate, or Career and Technical Education	
<ul style="list-style-type: none"> • Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd. 	
1 Credit in Physical Education	
<ul style="list-style-type: none"> • To include the integration of health/personal fitness. 	
8 Elective Credits	
<ul style="list-style-type: none"> • Financial literacy will be offered. 	
1 Online Course	
<ul style="list-style-type: none"> • May be satisfied by completing a blended learning course. 	

- (1) Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit may be found at <http://www.fldoe.org/workforce/indcert.asp>

Earning the minimum passing score for college credit on an AP exam exempts the student from taking the required end of course assessment for the corresponding course. **To receive Scholar Designation the EOC must be taken.**

LIBERTY COUNTY HIGH SCHOOL DIPLOMA DESIGNATIONS

Each standard high school diploma shall include, as applicable, the following designations if the student meets the criteria set forth for the designation as referenced below.

Scholar Diploma Designation

9th Grade Cohort 2014-2015 and Beyond

- Earn 1 credit in Algebra II or an equally rigorous course
- Pass the Geometry Statewide Assessment
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology I EOC
- Earn 1 credit in Chemistry or Physics

- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U. S. History EOC
- Earn 2 credits in the same foreign language
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course

Scholar Diploma Designation Exemptions

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U. S. History course and the student:

- Takes the respective AP, IB or AICE assessment and
- Earns the minimum score to earn college credit

Merit Diploma Designation

In addition to meeting the standard high school diploma requirements based on grade 9 cohort year, in order to earn a merit diploma designation a student must attain one or more industry certifications from the list established under s. 1003.492, F.S.

Florida Seal of Biliteracy

A student may earn the Florida Gold Seal of Biliteracy based on a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English or the Silver Seal which is the second-highest level of competency. These levels must be as rigorous as is recommended in the biliteracy seal guidelines established by national organizations supporting foreign languages instruction. The student must:

- Earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA
- Have achieved a qualifying score on a foreign language assessment
- Have satisfied alternative requirements as determined by the State Board of Education

PROMOTION REQUIREMENTS – 18 CREDIT ACCEL PROGRAM (3 YEARS)

To graduate with their designated cohort, students should progress according to the standards outlined above. Students not meeting these criteria will be promoted to the next grade level and given the opportunity to retrieve required credits.

- 9th Grade: 6 Credits to include 1 English Language Arts and 1 Math credit
- 10th Grade: 12 Credits to include 2 English Language Arts and 2 Math credits
- 12th Grade: 18 Credits to include all graduation requirements

GRADUATION REQUIREMENT – 18 CREDIT ACCEL PROGRAM (3 YEARS)

Requirements include:

- Credits earned in three years as specified in the Student Progression Plan
- Passing score on the 10th Grade Florida's Assessment of Student Thinking (FAST) in English/Language Arts
- Passing score on the Algebra I End of Course exam or its equivalent

LIBERTY COUNTY SCHOOL DISTRICT ACCEL PROGRAM GRADUATION REQUIREMENT

- 18 credits in required courses listed below
- Passing scores on 10th grade Florida's Assessment of Student Thinking (FAST and Algebra 1 EOC (End of Course) assessment or state mandated assessments for 9th grade cohort (year student entered 9th grade)
- Take Biology, Geometry, and U.S. History EOC assessments
- 2.0 unweighted cumulative GPA
- 18 Credits in:
 - 4 English/Language Arts
 - 4 Mathematics to include
 - Algebra 1 (Must pass EOC and EOC is 30% of yearlong course grade with no semester credits awarded if taken school year 2013-2014 or after)
 - Geometry (EOC is 30% of final course grade; yearlong course with no semester credits awarded)
 - 3 Science to include
 - Biology (EOC is 30% of final course grade; yearlong course with no semester credits awarded)
 - Two credits in equally rigorous courses.
 - Two of the three courses must have a laboratory component.
 - An industry certification for which there is a statewide college credit articulation agreement may substitute the certification for one science credit, except for Biology I.
 - A computer science credit may substitute the credit for up to one credit of the science requirement, with the exception of Biology I. An identified computer science credit may not be used to substitute for both a mathematics and a science credit.

- 3 Social Science to include
 - 1 World History
 - 1 U.S. History (EOC is 30% of final course grade; yearlong course with no semester credits awarded)
 - 1 semester of American Government and 1 semester of Economics
- 1 Performing or Fine Art or Career and Technical Education
- 3 electives

NOTE: 18-Credit ACCEL Program minimum requirements do not meet Florida's Bright Futures Scholarship requirements unless specific electives are taken. Refer to the complete Bright Futures eligibility criteria at <http://www.FloridaStudentFinancialAid.org/SSFAD/bf/> to access additional scholarship requirements.

CAREER AND TECHNICAL GRADUATION PATHWAY OPTION

- 2.0 unweighted cumulative GPA
- 18 credits in required courses listed below
 - 4 English/Language Arts
 - *A student must pass the statewide, standardized grade 10 Reading assessment or, when implemented, the grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.*
 - 4 Mathematics to include
 - *Algebra 1 (Must pass EOC and EOC is 30% of yearlong course grade with no semester credits awarded if taken school year 2013-2014 or after)*
 - *Geometry (EOC is 30% of final course grade; yearlong course with no semester credits awarded)*
 - *A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma.*
 - 3 Science to include
 - *Biology (EOC is 30% of final course grade; yearlong course with no semester credits awarded)*
 - *Two credits in equally rigorous courses.*
 - *Two of the three courses must have a laboratory component.*
 - 3 Social Science to include
 - 1 World History
 - 1 U.S. History (EOC is 30% of final course grade; yearlong course with no semester credits awarded)
 - 1 semester of American Government and 1 semester of Economics

- Complete two credits in career and technical education. The courses must result in a program completion and an industry certification; and
- Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

FOREIGN EXCHANGE STUDENTS

The admission of all foreign exchange students will be at the discretion of the principal. Agencies wishing to place foreign exchange students in the Liberty County School System must have explicit permission from the principal by July 1 for the next school year. In case of an emergency, this timeline can be adjusted. All foreign exchange students must maintain the agency's policies regarding grade maintenance, behavior, and general rules. A copy of these policies will be kept in the student's cumulative folder. Foreign exchange students may not have graduated from their home country's high school to be eligible for placement in the Liberty County School System. Foreign exchange students must meet all Liberty County School Board and Florida State requirements to be issued either a Florida High School Standard Diploma or a Certificate of Completion. The principal will determine at the beginning of the year if the foreign exchange student will be eligible for either a standard diploma or a certificate of completion. Failure to comply with the agency's policies and the Liberty County School Board policies can be reason for suspension and dismissal from the Liberty County School System.

GENERAL EDUCATION DEVELOPMENT (GED)

Any student who has previously earned a GED Diploma is not eligible to enter Liberty County High School and earn a standard or special high school diploma.

PROCEDURES FOR SELECTING ACADEMIC HONORS

- Cum laude: Students with a weighted GPA of 3.25-3.49 (beginning with graduating class of 2018)
- Magna cum laude: Students with a weighted GPA of 3.50-3.74. Students will be given the privilege of being on the commencement program or otherwise recognized as outstanding students.
- Summa cum laude: Students with a weighted GPA of 3.75-4.0+. Students will be given the privilege of being on the commencement program or otherwise recognized as outstanding.

Final grades will NOT be rounded off. The senior student with the highest weighted grade point average, who meets Summa/Magna cum laude requirements, will be valedictorian. The senior student with the second (2nd) highest weighted grade point average, who meets Summa/Magna

cum laude requirements, will be salutatorian. In the event of a tie all students receiving the .50 weighted GPA shall receive the same honors designation. In order to be Valedictorian or Salutatorian, a student must have been enrolled full-time at LCHS for three consecutive semesters prior to graduation. Beginning with the graduating class of 2008-2009 dual enrollments, honors, and AP classes will be weighted .50 in GPA calculations.

Grade Point Average: The determination of GPA is based on courses taken through the end of the 1st semester of the senior class year for honors purposes only. All semester grades earned including high school credit work brought from middle school will have quality points tallied and then divided by number of entries. This process will determine GPA. The GPA is computed using the letter grade. Numerical grades will not be used. The average will be determined by the following point system: A=4 points, B=3 points, C=2 points, D=1 point and F=0 points.

Student Makeup Grades: Any student receiving an "I" (incomplete) at the end of the first semester of the senior year will be allowed to make up the unfinished work based on the attendance policy. If the work is not made up, zeros will be averaged in with any existing grades for the nine weeks.

Academic Honor Students:

Dual enrollment, AP and virtual school courses may be substituted with approval from principal. Dual enrollment, AP and virtual school courses not completed at the time of academic honors determination will not be used to determine the GPA.

Graduating classes of 2018 and forward must complete all graduation requirements to include all the following courses:

Cum Laude (3.25–3.49) students will be allowed two exemptions.

Students entering 9th grade in the 2014-2015 school year and graduating 2017-2018 and beyond.

Algebra I	English I or English I Honors*
Algebra II or Algebra II Honors*	English II or English II Honors*
Geometry or Geometry Honors*	Spanish I
Pre-Calculus* • or 1 College Level Math Course MAC1105 or higher*	Spanish II
Chemistry or Chemistry Honors	Physics*

Magna (3.50-3.74) and Summa Cum Laude (3.75-4.0+) students will be allowed two (2) exemptions, which cannot be Pre-Calculus **and** Physics.

Algebra I	English I or English I Honors*
Geometry Honors*	English II Honors*
Algebra II Honors*	ENC 1101*
Pre-Calculus* • or 1 College-Level Math Course MAC1105 or higher*	ENC 1102*
Chemistry Honors*	Spanish I
Physics*	Spanish II

*Denotes courses weighted .50 in GPA Calculations.

*Students may be given the privilege of being on the commencement program or otherwise recognized as outstanding students.

ADVANCED PLACEMENT COURSES/EXAMS

AP Human Geography is offered to qualified students on the Liberty County High School campus. Additional AP courses may be earned through FLVS. These rigorous courses prepare students to succeed in college. The GPA for Advanced Placement courses is weighted. Students can earn college credits by passing AP exams.

- Students are required to take the AP exam at the end of an AP course. AP exams are paid for by the school system. Students who do not show up for an AP test will be responsible for paying for the unused exam or late fee if rescheduled unless there is documentation of a family or medical emergency or unavoidable school event such as a state playoff.
- Students must be enrolled in the AP course in order to take the AP exam for that course.

DUAL ENROLLMENT

The following procedures shall be in force and adhered to by the schools and the School Board of Liberty County, Florida, in cooperation with applicable post-secondary institutions in providing for a program of accelerated graduation and/or early admission and dual enrollment studies for qualified 11th and 12th grade students from Liberty County. **A student who applies and meets the following conditions may dual enroll at Chipola College or Tallahassee Community College:**

- Student acceptance by a post-secondary institution that has been authorized by Florida Law or accredited by the Southern Association of Colleges and Schools. Requirements for acceptance include: a minimum 3.0 unweighted high school grade point average, written approval of the principal, a copy of the appropriate entrance exam with passing scores. (A tenth-grade student with a GPA of 3.75 or higher may request a hearing from the

principal on their participation in the enrollment program. A committee appointed by the principal will review the student's request. If approved by the committee all conditions for dual enrollment will apply.)

- The P.E.R.T. may be administered free of charge for each subject area (Reading, Writing and Math) as an avenue for students to meet assessment eligibility requirements for participation in dual enrollment. Additional attempts are subject to a 30-day waiting period.
- Dual Enrollment Courses offered at Liberty County High School are ineligible courses for enrollment at the college during school hours. However, pursuant to s 1007.271, F.S. students shall be permitted to enroll in classes on the college campus before and after school hours.
- The student must maintain the minimum postsecondary grade point average established by the postsecondary institution.
- A student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process.
- A student who earns a D or F in any dual enrollment course will be ineligible to dual enroll for the following 2 semesters.
- The FCS institution may limit dual enrollment participation based upon capacity.
- Students in early admission programs are eligible under the Florida High School Athletic Association (FHSAA) to participate in high school athletics.
- The School Board does not receive funding from FEFP during the summer and will not be responsible for paying dual enrollment tuition during the summer terms. The college will waive tuition for both summer terms.
- Textbooks will be made available free of charge, pursuant to s1007.271 (17)
- When the above stated conditions have been met, the student may be awarded a diploma at graduation with his or her regular class or at a time convenient to the principal provided that:
 - The student has completed six (6) college hours or equivalent with a normal class load and maintains at least a "C" average or equivalent or the student has earned sufficient college credit to fulfill graduation requirements as specified by the district school board.
 - The student's high school record contains adequate notations covering the work accomplished while in college. An official transcript of courses taken must be on file in the student's high school record or written confirmation from the instructor that the student has completed the course requirements prior to a diploma being granted.

Liberty County has an agreement with Chipola College and Tallahassee Community College to provide advanced instruction for students who demonstrate a readiness to engage in post-

secondary level academic work. Students meeting eligibility for dual enrollment may enroll in dual enrollment courses during school hours, after school hours and during the summer term.

All dual enrollment courses taught at Liberty County High School meet the same competencies required for courses taught on the postsecondary institution campus. Instructional materials utilized are the same or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. Dual enrollment courses may not be combined with any non-college credit high school course or advanced placement course. (s. 1007.263 F.S.)

Career dual enrollment will be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course. Career dual enrollment courses are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program is limited to students who meet requirements as specified in articulation agreement with Chipola College. Students enrolled pursuant to this section are exempt from the payment of registration, tuition, and laboratory fees.

Dual Enrollment Grading Procedure

The following grading system will be applied to college dual enrollment classes which will become part of the student's high school transcript:

The college instructor will submit the student's letter grade to the high school. High school credit will be granted on the following semester basis (F.S. 232.2462): three college hours is equivalent to 1 or 1/2 high school credits based on the course taken at the college.

A student that drops a dual enrollment course will not receive credit for that course for the term. If a student drops a dual enrollment course, they will not be allowed to dual enroll the next 2 terms unless extenuating circumstances exist. If a student drops two dual enrollment courses, the student will be withdrawn from the program. The student must maintain a minimum overall 2.0 GPA in dual enrollment courses at Tallahassee Community College and Chipola College. If a student earns a "D" or "F" in a college course, they will not be allowed to dual enroll the following 2 terms. Failure of a course could result in the student failing to graduate with their class. Seniors must be enrolled in and attending one course at the high school each semester to participate in extracurricular activities including graduation unless they are an Early Admit student. All books must be returned to Liberty County High School at the end of the semester.

GRADUATION UNDER EARLY ADMISSION AND ADVANCED STUDIES – HIGH SCHOOL

Students under the 24-credit Standard Diploma option who have completed their 11th grade year and who have been admitted to the early admissions program by the School Board under the criteria specified in the School Board's inter-institutional agreements may receive credit toward graduation through work taken at a post-secondary institution authorized by Florida law. To be eligible for early admission, a student must have the college's required cumulative grade point average. Early Admit students may take approved courses only. A minimum of 12 credit hours is required for each semester. Taking more than 15 credits is not advised. All schedules must be approved by the principal or designee, including drop and add. Students must apply during semester two of their 11th grade year during the designated time period. Students may participate in graduation ceremonies. It is the Responsibility of the student to request information regarding senior graduation exercises and related activities including, but not limited to, dates of practice, ordering of invitations, and senior pictures.

STANDARDIZED TESTING REQUIREMENTS

The district will implement a statewide, standardized assessment program that is aligned to the core curricular content established in the Next Generation Sunshine State Standards and Florida B.E.S.T. Standards as appropriate. Participation in the assessment program is mandatory for all students attending public school. Specific state Reading or English/Language Arts and Math assessments in specific grade levels must be passed in order to receive a standard diploma. If required state assessments are not passed the first time, the student will have at least two opportunities per year to retake the section(s) not passed. Exceptions to passing the required state assessments include:

- Accepted concordant or comparative test scores according to state guidelines.
- Students with disabilities who have taken the required state assessments as outlined in s. 1003.43 (11)(b), F. S.
- A dependent child of a member of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to passing scores on the required state assessments shall satisfy the assessment requirement for a standard high school diploma. 1008.221, F.S.

PROFICIENCY LEVELS

The following levels of proficiency have been identified in reading, writing, and mathematics. Any student who is identified as not meeting these levels of proficiency will receive intensive

intervention and support as determined by the school problem solving team to be in the best interest of the student to ensure instructional support.

Reading Proficiency as determined by:

- A grade of 60% or above in English I, II, III, and IV or their equivalents
- A proficient score on the grade level Reading or English/Language Arts state assessment. Passing scores are determined by the state statutes.

Writing Proficiency as determined by:

- A grade of 60% or above in English I, II, III, and IV or their equivalents

Mathematics Proficiency as determined by:

- A grade of 60% or above in each of the four math courses required for graduation.
- A proficient score on the state End of Course (EOC) math exams (Proficient scores are determined by the state statutes.)

Overall Academic Proficiency for Standard Diploma Graduation:

- A cumulative 2.0 grade point average or above considering all courses taken.
- Proficient scores on the required state assessments (Proficient scores and accepted concordant or comparative scores are determined by state statute.)

REMEDIATION AND INSTRUCTIONAL SUPPORT

All available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra I, will be utilized to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation. Various assessments will be used to identify the nature of the student's difficulty and areas of academic need. Standard diploma general population students whose assessment indicates a need for remediation may be placed in a remediation of basic skills class which counts as an elective credit. Instruction will be given in reading, writing, and mathematics in accordance with the state standards. Teachers will maintain a plan for monitoring ongoing progress in reading, English/Language Arts, and mathematics that considers standardized test scores, teacher assessments and diagnostic testing. Skills also are reinforced in the regular English and mathematics classes. Exceptional Education students are remediated through their intensive regular curriculum that is modified to accommodate students' needs. General population students who do not pass the required state assessments may be placed in a remedial class to work on mastering the mathematics and communications competencies as

needed. The professional judgment of school personnel will also be a part of determining if students need remediation in instances where there is insufficient or inconsistent data to support or deny the need for remediation.

MULTI-TIERED SYSTEM OF SUPPORT PLAN

Schools are required to utilize the district Multi-Tiered System of Support Plan for all students, including those students who fail to meet performance standards. The Multi-Tiered System of Support Handbook is designed to guide schools and teachers as they implement a Multi-Tiered System of Support for all students. The Multi-Tiered System of Support model requires that teachers monitor student data obtained through universal screening, formative progress monitoring and classroom assessment/observation throughout the year and implement interventions to meet student needs as identified by this data. Students who do not show progress with Tier I classroom intervention must be reviewed by the Problem-Solving Team (PST) in the school. This team, in conjunction with the teacher, will conduct additional diagnostic assessments to determine a targeted area of need, design a plan for progress monitoring the student, and determine the extent to which intervention must be intensified.

The Multi-Tiered System of Support Plan is supported by the required administration of STAR Reading and STAR Math, or other similar progress monitoring assessments three times each year. Students who fail to make progress with Tier I classroom intervention must be provided with additional diagnostic assessments.

Students who score below level 3 on the state assessments for English Language Arts and Math, in addition to students not meeting the specific levels of proficiency as defined by the school district, are included in ongoing progress monitoring and are provided with classroom intervention specific to their identified need(s). Strategies for these students must be documented by the classroom teacher and monitored to assure that the students are improving as a result of the intervention(s). Beginning in 2020-2021, teachers providing interventions in reading must be certified or endorsed in reading. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of 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)
- A school wide system of progress monitoring for all students as described above
- An individual progress monitoring plan as determined by the school Problem Solving Team (This is documented using forms provided in the MTSS Handbook.)

The plan chosen must be designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan includes instructional and support services to help the student meet the desired levels of performance.

REPORTING STUDENT PROGRESS

The progress of each student toward achieving state and district requirements will be reported to each student and their parents or legal guardian each nine weeks (report cards).

- Report cards are to provide the student and the parent with an objective evaluation of the student's scholastic achievement effort.
- Grades are to reflect academic achievement based on classroom work, observations and tests. Students who receive passing grades on their report card can be assumed to be working within a range acceptable for the grade or subject.
- Students will be advised of the grading criteria used in the school and in each class prior to the beginning of the grading period.
- Students will be advised of the district standards for promotion and graduation as applied to the student's grade placement.
- Honors, dual enrollment, and AP courses will be weighted .50 on the Student Information System.
- Students are to be evaluated in all courses in which they are enrolled.
- If a change in grade is made on the report card or permanent record, the person making the change (principal or teacher) must sign and make a notation.
- The person making the change is responsible for ensuring the MIS system is updated with the change.
- Parents and guardians will be notified in writing at the end of four and one-half weeks during a grading period by a mid-nine weeks progress report.
- Parents will be notified at the end of each semester in grades 9, 10, 11 and 12 if the student has a cumulative GPA below 2.5.
- Parents will be notified no later than 30 school days prior to the last day of school if a student is in danger of failing a course/grade or graduating.

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship Program establishes four lottery-funded scholarships to reward Florida high school graduates for high academic achievement.

- The Florida Academic Scholar's Certificate shall be awarded by the commissioner to any graduate who meets the requirements of F.S. 1003.43. Students may fulfill the requirement for 100 hours of community service through any civic, governmental or school service organization. The student is responsible for submitting a plan of service and documenting completion of the plan to the guidance counselor before being nominated for the Florida Academic Scholar's Award.
- Florida Medallion Scholar Award will be awarded by the commissioner to any graduate who meets the requirements. Students may fulfill the requirement for 75 hours of community service through any civic, governmental or school service organization. The student is responsible for submitting a plan of service and documenting completion of the plan to the guidance counselor before being nominated for the Florida Medallion Scholar Award.
- Florida Gold Seal Vocational Scholar's Award will be awarded by the Commissioner to any graduate who meets the requirements. Students may fulfill the requirement for 30 hours of community service through any civic, governmental or school service organization. The student is responsible for submitting a plan of service and documenting completion of the plan to the guidance counselor before being nominated for the Florida Gold Seal Vocation Scholar's Award. **GSV Scholar will not be funded if enrolled in an Associate of Arts or a baccalaureate degree.**
- Florida Gold Seal CAPE (Career and Professional Education) Scholars will be awarded as an alternative to the current Florida Gold Seal Vocational Scholars award. High school students graduating in the 2016-2017 and beyond are eligible for a Florida Gold Seal CAPE award if they meet the general eligibility requirements for the Florida Bright Futures Scholarship program, earn a minimum of five postsecondary credits through CAPE industry certifications and complete at least 30 hours of volunteer service work.

The initial eligibility period is extended for the Florida Bright Futures Scholarship Program for students who are unable to accept an award due to full time religious or service obligations lasting at least 18 months. Eligible students can defer initial award for 5 years until the student completes the religious or service obligation. Documentation in writing of the service obligation will be verified by the organization on a form prescribed by the department.

A student who graduates from high school midyear must apply no later than December 31 (rather than August 31) of the student's graduation year.

STATE UNIVERSITY SYSTEM (SUS) STANDARD ADMISSION REQUIREMENTS

Coursework	Test Minimums
4 English	Critical Reading <ul style="list-style-type: none">• ACT 19 or SAT 460
4 Math (Algebra 1 or Higher)	Mathematics <ul style="list-style-type: none">• ACT 19 or SAT 460
3 Social Science	English with Writing <ul style="list-style-type: none">• Combined ACT Plus Writing 18 or SAT 440
3 Natural Science (2 with lab experience)	Minimum HS GPA 2.5
2 same World Language	
2 Electives	

At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the 4 math or 3 natural science credits required for SUS admission.

VOCATIONAL PROGRAMS

To be a completer in the Vocational Programs, a student must master the appropriate student performance standards and complete a minimum number of credits. In the event the student accomplishes the standards prior to the completion of the standard program hours the student may be designated a completer.

Completion of student performance standards and designation as a completer shall be documented by the instructor. Industry certification may be obtained in the following programs: Agri Science, ServSafe, Building Construction Trades, Administrative Office Specialist, and Certified Medication Administrative Assistant by completing designated courses and taking the appropriate industry certification examination.

- Agri Science
 - Ag Science Foundations
 - Ag Tech 1
 - Ag Tech 2
 - Ag Directed Study
 - Agriculture Associate Certification
 - Agritechnology Specialist Certification

- Administrative Office Specialist
 - Digital Info Tech
 - Business Software Applications I
 - Business Software Applications II
 - Toon Boom
- Vocational Dual Enrollment – Chipola College or Lively Technical
 - Programs outlined in the dual enrollment articulation agreement.
- Culinary Arts
 - Culinary Arts I
 - Culinary Arts II
 - Culinary Arts III
 - ServSafe Certification
- Certified Medical Administrative Assistant
 - Health Science 1
 - Health Science 2
 - Allied Health 3 Assisting
 - CMAA Certification
- Building Trades and Construction
 - Building Trades and Construction Design 1
 - Building Trades and Construction Design 2
 - Building Trades and Construction Design 3
 - Welding
 - OSHA 10

INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES

In order to participate in interscholastic, extracurricular student activities a student must maintain a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by statute for high school graduation. Beginning with the first semester of ninth grade, any student wishing to participate in extracurricular interscholastic student activities, must be in compliance with the Florida High School Athletics

The student must fulfill the requirements of an academic performance contract between the student, the district school board, the appropriate governing association, and the student's parents if the student's cumulative GPA falls below the 2.0, in courses required for high school graduation. The contract must require that the student attend summer school, or its grade equivalent, between Grades 9 and 10 or Grades 10 and 11, as necessary. The student must have

a cumulative GPA of 2.0 or above in courses required for high school graduation, during his or her junior year.

For a student to participate in interscholastic extracurricular student activities, he/she must maintain satisfactory conduct and, if the student is convicted of, or is found to have committed a felony or a delinquent act which would be a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic activities is contingent upon established and published school board policy.

Residency and transfer of student athletes will be subject to the bylaws established by the FHSAA which allows a student to be eligible in the school in which he or she first enrolls each year or the school in which the student becomes a candidate for an athletic team by engaging in a practice prior to enrolling in the school. The student athlete is eligible in the school to which the student has transferred during the school year if the transfer is made by a deadline established by the FHSAA, which may not be prior to the beginning of practice for the sport.

Home education students are eligible to participate in the interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on a district's attendance area policies provided the following conditions are met: the student must meet the requirements of home education, during the period of participation the home education student must demonstrate educational progress in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the school principal.

The parent or guardian of student athletes are required to sign an informed consent that explains the nature and risk of concussion or head injuries, including the risk of continuing to play after concussion or head injury. This signed consent is required prior to a student athlete participating in any practice, tryout, workout, or other physical activity associated with candidacy for an athletic team.

SECTION V.

SPECIAL CONSIDERATION FOR

ALTERNATIVE EDUCATION AND ADULT EDUCATION

SECTION V. ALTERNATIVE EDUCATION AND ADULT EDUCATION

ALTERNATIVE EDUCATION – Liberty Learning Center

Students may be placed in an alternative long term disciplinary program according to Liberty County School Board Policy 2451 and the Liberty County Schools Code of Student Conduct.

A student shall be identified as being eligible for services provided through the dropout prevention and academic intervention programs based upon one of the following criteria: First priority in placement is based on behaviors resulting in expulsion as outlined in this document, second priority behavioral needs, resulting in repeated out of school suspension, and last academically unsuccessful students as outlined below. Schools will serve students with academic and attendance issues at the school level if possible. Only when all resources have been exhausted, through documented interventions delivered by the school-based problem-solving team will the student be considered for an academic placement. All academic placements are based on capacity of the receiving facility.

- The student has committed an offense that warrants expulsion.
- The student has a repeated history of disruptive behavior, that has resulted in multiple out-of-school suspensions according to the district school board's code of student conduct and all interventions provided by the school-based problem-solving team have been unsuccessful. For the purposes of this program, "disruptive behavior" is behavior that:
 - Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
 - Severely threatens the general welfare of students or others with whom the student comes into contact.

Requirements of the alternative program include the following:

- Curriculum is provided according to Florida B.E.S.T/NGSS Standards for each course.
- Grade to grade promotion is the same as outlined in Special Considerations for Middle and High School Students.
- Required standardized state assessments and district assessments are provided.
- Students receive individualized and small group instruction, with opportunities for computer assisted credit recovery of failed courses or courses needed to be retaken to improve the high school grade point average for course grades of "D" or "F".

ADULT EDUCATION GENERAL EDUCATION DEVELOPMENT (GED) HIGH SCHOOL EQUIVALENCY PROGRAM

S.1003.21, F.S. requires that all children who have not attained the age of 16 years, to attend school regularly during the entire school terms. A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. Students may enroll in the Liberty County Adult School and earn a General Education Diploma.

- The GED is a national test that permits a student to receive the equivalent of a high school diploma upon successfully passing an examination. The diploma issued is the State of Florida High School Diploma.
- Placement
 - Florida does not require students who are sixteen (16) years or older to attend school. The adult program is designed to give further education to persons, sixteen (16) or older, who are no longer attending the regular school program.
 - To qualify for the adult program, a person must be sixteen (16) years of age and not enrolled in school.
 - Students may enroll in adult education classes at any time and progress at their own rates of speed. The granting of credit is based on actual attainment regardless of time spent in class.
- The GED is a battery of four (4) tests:
 - The four (4) tests cover the areas of reading/writing, social studies, science, and mathematics.
 - To take the test, a person must be eighteen (18) years of age or older and reside in the State of Florida at the time of application. Minor persons sixteen (16) or seventeen (17) years of age may, with parent/guardian's permission, take the GED only under extraordinary circumstances. Approval of the Superintendent or his designee is required prior to registration by sixteen (16) or seventeen (17) year old for examination. Persons sixteen (16) or seventeen (17) years of age must participate in pre- and post-test career planning conferences through the regular high school counselor (if enrolled) or through the adult education counselor (if withdrawn).
- Note: Students entering the GED program may not return to Liberty County High School. Adult students who have previously earned a Certificate of Completion may enroll in the GED Program.

SECTION VI
SPECIAL CONSIDERATION FOR
STUDENTS IN EXCEPTIONAL EDUCATION

STUDENT PROGRESSION REQUIREMENT FOR STUDENTS ENROLLED IN EXCEPTIONAL STUDENT EDUCATION STUDENT EDUCATION PROGRAMS

Nothing provided for in this document shall be construed to limit or restrict the right of a student with disabilities (SWD) solely to a special diploma or special certificate of completion. Any student shall be afforded the opportunity to meet all requirements to qualify for a standard diploma.

INSTRUCTION

Placement in an Exceptional Student Education (ESE) program is in accordance with Florida Statutes 1003.57 and local rules and procedures reflected in the document Liberty County Exceptional Student Education Policies and Procedures.

Programs are provided for the following exceptionalities:

- Autism Spectrum Disorder
- Intellectual Disability
- Orthopedically Impaired
- Speech Impaired
- Language Impaired
- Deaf/Hard of Hearing
- Visually Impaired
- Emotional Behavioral Disorder
- Specific Learning Disabled
- Gifted
- Hospital/Homebound
- Dual-Sensory Impaired
- Traumatic Brain Injury
- Developmentally Delayed
- Established Conditions
- Other Health Impaired

COOPERATIVE PROGRAMS FOR EXCEPTIONAL EDUCATION STUDENTS

Programs for some students with Intellectual Disabilities (InD), and deaf/hard of hearing are provided in Leon County through a cooperative agreement. These students will follow the Leon County Student Progression Plan and graduation criteria.

HOSPITAL HOMEBOUND

Students enrolled in exceptional student education programs while placed in Hospital/Homebound Instructional Program will be evaluated on the state standards applicable to their exceptionality.

ASSESSMENT PROGRAM

Students with Disabilities (SWD) participate in appropriate state and district assessments. The IEP Team, with parents as participating members, determines the appropriate assessment and documents as part of the IEP process.

TEST ACCOMMODATIONS

The administration of the state assessments and other tests may use accommodations for students with disabilities (6A.1.0943). The following accommodations are authorized for the student with disabilities when determined appropriate by the IEP Committee and so indicated on the IEP. The accommodations are to be used in the classroom on a regular basis.

- Flexible Scheduling - A test may be administered to a student during several brief sessions, consideration must be given to specific breaking points mentioned in the administration manual. However, all testing must be completed by the deadline specified for that particular test.
- Flexible Setting – A test may be administered to a student individually and/or in a small group setting rather than in an auditorium setting.
- Flexible Responding – The student may mark answers in a test booklet, type the answers by machine, or indicate the selected answers to a test proctor. The proctor may then transcribe the student's responses into their test booklet or record in the online assessment. This accommodation must be on the student's IEP and done on a regular basis as a part of instruction throughout the year.
- Assistive Devices – The student may use a magnifying device, a pointer, a non-calibrated ruler or template, or other similar devices to assist in maintaining visual attention to the test booklet. An abacus and a Braille writer may be used.
- Presentation – The student may be tested by one or more of the following three methods specifically developed by the Department of Education of the State of Florida.
 - Visual Reading
 - Tactile Reading
 - Auditory or Sign Language Presentation

In no case, shall the accommodation authorized above be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

STUDENT PROGRESSION REQUIREMENTS IN GRADES K-5

Academic grades must reflect the student's academic progress. The grade must not be based upon the student's effort and conduct. The grade must provide both students and parents with a clear indication of academic performance. Grades in all subjects are to be based upon the student's degree of mastery of the instructional objectives for the subject. The determination of the specific grade a student receives must be based upon the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

Academic Grades for Student with Disabilities Following Regular State Student Performance Standards:

- Grades earned by students with disabilities shall be based upon the student's ability to master the objectives specified in the state standards for subjects the student has the basic skills necessary to achieve mastery as well as those written as IEP specifications.
- Students with disabilities shall earn grades that reflect the same criteria as outlined for the regular education program, and following the accommodations outlined and provided in the students' IEP.

Academic Grades for Students with Disabilities Following Access Points:

- Academic grades shall be based upon state standards for access points.

PROMOTION AND RETENTION IN GRADES K-5

Students With Disabilities Following State Standards:

Students with disabilities who are following the state standards are promoted based upon the Student Progression Plan for regular subjects and the IEP. The IEP will determine the appropriate objectives and mastery level for each student. If a student with disabilities, following one retention, is still demonstrating an inability to meet promotion criteria consideration must be given to re-evaluating the student. A recommendation for retention or good cause promotion must be approved by the principal.

Students With Disabilities Following Access Points:

Elementary students who are following the access points shall be promoted throughout the elementary grades based upon consideration of the following factors:

- Successful completion of IEP goals and objectives
- Chronological age
- Grades earned in all subjects
- Demonstrated mastery of the access points as appropriate to the student's exceptionality and grade level.
- The exceptional student education teacher and school principal, or designee, shall consider all of the factors when determining if promotion or retention is appropriate. Retention shall be limited to no more than two times at the elementary level.

STUDENT PROGRESSION REQUIREMENTS IN GRADES 6-12

Enrollment in Courses

Students with disabilities in grades 6-8 who are following the state standards must be enrolled in standard education courses. They are graded according to either the criteria established in the student progression plan for standard education courses or criteria listed on the IEP.

Students with disabilities in grades 6-8 who are following the access points and are enrolled in regular and/or exceptional student education courses follow the criteria for those courses.

Consideration should be given to the following factors when enrolling students with disabilities in required and elective courses:

- Current level of functioning as indicated by the current IEP
- Ability to master the regular standards or access points
- Selected diploma option as indicated in the current IEP
- Ability to meet all criteria for the diploma option selected
- Need for special support services

Academic Grades for Student with Disabilities Enrolled in Standard Education Courses and/or Vocational Education

- Standard Education Courses
 - Students with disabilities enrolled in basic and/or vocational education courses, whether instructed by a regular, vocational, or ESE teachers, must master the standards established for the course as adopted by the district in order to receive credit for the course. Letter grades received for these courses shall be based upon grading guidelines established for standard education as outlined in

the Student Progression Plan, and the evaluation criteria indicated on the student's IEP. The determination of the specific grade a student receives must be based upon the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

- Vocational Education Courses (Career and Technical)
 - Modifications to vocational course curriculum frameworks or student performance standards may be made.
- Accommodations in instruction for both regular and vocational courses will be specified in the student's IEP.

Academic Grades for Students with Disabilities Enrolled in Access Point Courses in Grades 6-8.

Students with disabilities in grades 6-8 enrolled in Access Point courses must master the objectives appropriate to their level of performance. Exceptional students in grades 9-12 enrolled in Access Point courses must master the standards established for the course as adopted by the district in order to receive credit for the course. Letter grades received for these courses shall be based upon the criteria indicated in the Student Progression Plan.

Change of Instructional Setting When Needed

Setting 1 - Regular Course Taught by Regular Education Teacher

If the student with disabilities is receiving instruction in a regular education course taught by a regular education teacher, and it is determined that the student with disabilities is unable to meet the established performance standards of the course, consideration shall be given by the IEP team to re-scheduling the student, into the same course taught by an exceptional education teacher, if available. The IEP shall reflect any change in part-time/full-time status and any change in the instructional program.

Setting 2 – Regular Education Course Taught by ESE Teacher

If the student with disabilities is receiving instruction in a regular education course taught by an exceptional student teacher and is not demonstrating mastery of the performance standards for the course, consideration shall be given by the IEP team to re-scheduling the student into an exceptional student education course, as appropriate. Re-scheduling students into exceptional student education courses may have an impact upon the student's ability to meet the requirements for a standard diploma pathway. Therefore, an IEP meeting shall be held with the student's parent or guardian.

Setting 3 – Access Course Taught by ESE Teacher

If a student with disabilities is enrolled in an exceptional student education course and it has been documented that the performance standards for the regular course are appropriate to that student's needs and/or ability, then consideration shall be given by the IEP team to re-scheduling that student in a more appropriate regular or vocational course within the same subject area discipline.

PROMOTION AND RETENTION AT THE SECONDARY AND MIDDLE SCHOOL LEVEL

Students with disabilities who are following regular state student performance standards shall be promoted based upon the requirements as outlined in the Student Progression Plan and the IEP. Students with disabilities who are following access points are promoted based upon a mastery of the objectives on the IEP and appropriate access points.

The time required to complete the secondary program (grades 9-12) will depend upon the time necessary for the student with disabilities to earn the required number of credits for the selected diploma option and to demonstrate mastery of the required regular or access points.

Promotion is based upon the student's ability to earn the required number of credits for each grade level. Students may be served until their twenty-second (22) birthday, or upon graduation with a regular diploma.

SECONDARY TRANSITION

An individual educational plan (IEP) shall begin the process of and develop an IEP for identifying the need for transition services before the student with a disability attains the age of 12 years or enters 7th grade, whichever occurs earlier, in order for his or her postsecondary goals and career goals to be identified and in place when he or she attains the age of 14. This will facilitate quality planning for a successful transition of a student with a disability to postsecondary education or career opportunities.

GRADUATION REQUIREMENTS

A student with disabilities may exit high school with one of the following diplomas:

- Standard Diploma

If a student with disabilities does not fulfill criteria for a diploma on the standard 24 credit Diploma Option, he/she may exit high school with a Certificate of Completion.

The selection of a diploma option must take place at an IEP conference during the eighth-grade year or the year of the student's fourteenth birthday, whichever comes first.

TYPES OF DIPLOMAS

Standard Diploma

Eligibility – All students with disabilities may be given the opportunity to meet the requirements for a standard diploma. If a student with disabilities is seeking a standard diploma, it must be indicated on the current IEP.

Requirements – The standard diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who have:

- Successfully completed the required credits for grades 9-12 as outlined in the Student Progression Plan.
- Attained a cumulative grade point average of 2.0 on a 4.0 scale for required courses for graduation.
- Taken the required state assessments for graduation.
- The IEP committee can determine that the required state assessments cannot accurately measure the student's abilities and waivers can be applied for through the Department of Education (s.1003.43(11)(b), F.S.)

**ACCESS Program of Study
Standard Diploma
Liberty County High School**

ACCESS Program of Study
Standard Diploma
Liberty County High School

Subject	Course Name	Course Code	Credits
ELA	Access English 1/2 Access English 3/4	7910111 7910112	4 Credits
Mathematics	Access Algebra 1A Access Algebra 1B Access Algebra 1 Access Geometry Access Liberal Arts Math	7912080 7912090 7912075 7912065 7912070	4 Credits *1 Credit must be Algebra 1 or Algebra 1A and 1B *1 Credit must be Geometry
Science	Access Biology Access Earth/Space Sci. Access Integrated Science 1 Access Chemistry	7920015 7920020 7920025 7920011	3 Credits *1 Credit must be Biology
Social Studies	Access World History Access U.S. History Access U.S. Government Access Economics w/Financial Literacy Access Economics	7921030 7921025 7921015 7921022 7921020	3 Credits *1 Credit in World History *1 Credit in U.S. history *.5 Credit in U.S. Government *.5 Credit in Economics w/Financial Literacy
Fine Arts and Performing Arts/Practical Arts	Access Visual/Performing Arts Access Drawing 1 Access Theater 1 Access 2D Studio Art	7967010 7967015 7967020 7967025	1 Credit
Physical Education w/Health Integrated	Access HOPE 9-12 Access Personal Fitness	7915015 7915020	1 Credit
Elective Credits	See Course Code Directory		8 Credits
Online Course	Varies – May be satisfied with a blended learning course (Does not apply to a student with an IEP, which indicates an online/blended learning course would be inappropriate.		1 course

**ACCESS Program of Study
Standard Diploma
Liberty County High School**

Independent and Supported Level

Language Arts	3 credits
Mathematics	3 credits
Science/Health	1 credit
Social Studies	1 credit
Performing Arts	1 credit
Physical Education	1 credit
Vocational	4 credits
Electives	10 credits
Total	24 credits

Note: Students transitioning from standard diploma to a certificate of completion will have credits reviewed on a case-by-case basis for possible substitutions.

Certificate of Completion for Supported and Participatory Level

Basic Academics	8 credits
Vocation Courses	8 credits
Performing Art	½ credit
Physical Education	1 credit
Electives	6 ½ credits
Total	24 credits

Note: Requirements may be waived for students who have a physical, intellectual, or emotional handicap which would not allow them to successfully complete these courses. In such cases, elective courses may be substituted.

A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion.

The following options may be used to satisfy the standard high school diploma requirements, as specified in the student's individual education plan:

1. For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills:
 - a. A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by State Board of Education rule.
 - b. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.
2. For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills:

a. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.

b. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.

c. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.

d. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:

- (I) The expected academic and employment competencies, industry certifications, and occupational completion points;
- (II) The criteria for determining and certifying mastery of the competencies.
- (III) The work schedule and the minimum number of hours to be worked per week; and
- (IV) A description of the supervision to be provided by the school district.

3. Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.

(c) A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and

2. Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, an early college program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or preapprenticeship program.

(d) A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

(e) Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(d), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.

Section VII

Forms

School Letterhead

**Parental Notification for Students in K-3 with Reading Deficiencies
[Florida Statutes 1008.25(5)(c) and 1002.20(11)]**

Date: _____ School: _____

Child: _____ Grade: _____

Dear Parent or Guardian:

One purpose of this letter is to notify you that your child has a reading problem and needs extra help. The teacher's notes on the student's response to intervention specify what is currently being done to help your child and what additional services are being provided. If a student does not score at Level 2 or above on the third grade Florida's Assessment of Student Thinking (FAST) for reading, he or she is considered to have a substantial problem in reading and cannot be promoted to the fourth grade.

Please remember, if your child is not reading well enough to score Level 2 or higher on the Reading section of the FSA in the third grade, he or she must be retained unless he or she meets one of the good cause exemptions. Each promotion or retention decision is based on several factors, including the student's performance on the FSA, additional evaluations, portfolio reviews, and certain alternative assessments. These assessments will assist the parents and the school district in deciding if a child is reading at or above grade level and is ready for grade promotion. If your child is retained in the third grade and is able to demonstrate mastery of appropriate fourth grade reading skills, he or she may be eligible for mid-year promotion to fourth grade.

Mid-year promotion is only applicable to a 3rd grade student who meets **all** of the following criteria: was retained as a result of a reading deficiency, but is working on grade level or above in mathematics; has participated in intensive remediation for reading; did not qualify for a Good Cause Promotion; demonstrates through portfolio or standardized assessment that he/she has attained a proficient (successful and independent, reading at or above grade level) level of reading as defined in the Student Progression Plan; demonstrates the proficiency required to score at Level 3 on the grade 3 FSA Reading as determined by the State Board of Education as documented in a student portfolio, and/or an average or above average score on a norm-referenced reading assessment; and demonstrates achievement that provides a reasonable expectation that the student's progress is sufficient to master appropriate 4th Grade level reading skills.

If your child is retained in third grade for a reading problem, it is to give your child more time to learn to read before he or she must meet the more difficult reading demands of the fourth grade and beyond. Please contact your child's teacher if you have concerns about your child's reading progress.

Sincerely,

Principal

School Letterhead

Parental Notification for Retained Third Grade Students
[Florida Statute 1008.25(7)(b)3]

Date: _____ School: _____

Child: _____

Dear Parent or Guardian:

Florida's goal is that every student read at or above grade level. If a student is not learning at the rate that he or she should, the school district must give additional tests to find out how to assist the student. This is to notify you that your child has not met the reading level required for promotion and has not met the requirements for one of the good cause exemptions, as provided by Florida law.

The student must continue to receive additional support and assistance until he or she is able to read on grade level. If the student's reading problem is not corrected by the end of the third grade, as demonstrated by scoring at Level 2 or higher in reading on the grade 3 FSA, the student must be retained in the third grade.

Each decision about a child's promotion or retention is based on several things, including the student's performance on the FSA, additional evaluations, portfolio reviews, and certain alternative assessments, including those during 3rd Grade Summer Reading Camp. Your child is being retained to give him or her more time to learn to read before he or she must meet the more difficult reading demands of the fourth grade and beyond.

Ask your child's teacher about additional services to help your child.

Sincerely,

Principal

**RECOMMENDATION FOR PROMOTION
FOR GOOD CAUSE TO FOURTH GRADE**

_____ did not meet all required state or district performance measures for his/her grade but is recommended for promotion to the fourth grade for the, _____ school year with documentation for good cause as indicated below:

_____ is an English Language Learner (ELL) student who has had less than two years of instruction in an English for Speakers of Other Languages program, based on the initial date of entry into a school in the United States.

_____ is a student with disabilities, whose individual educational plan (IEP) indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education Rule.

_____ is a student who demonstrates an acceptable level of performance of 50% or higher on the STAR or iReady reading assessment approved by the State Board of Education.

_____ is a student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the Florida B.E.S.T. Standards in reading equal to at least a Level 2 performance on Florida Assessment of Student Learning (FAST).

_____ is a student with disabilities who participated in FAST and who had an individual education plan or a Section 504 plan that reflects that he/she had intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.

_____ is a third-grade student who has received intensive remediation in reading for two or more years but still has deficiency in reading and was previously retained in K, grade 1, grade 2, or grade 3 for a total of two years. If promoted under this exemption, intensive reading instruction must include an altered instructional day based on an individualized plan that includes specialized diagnostic information and specific reading strategies.

The promotion of this student is appropriate and is based on the student's academic record.

TEACHER

DATE

I have reviewed and discussed this recommendation with the teacher and _____ approve or _____ disapprove promotion for good cause.

PRINCIPAL

ACCEPTED ☐ REJECTED ☐

DATE

SUPERINTENDENT

DATE

**RECOMMENDATION FOR PROMOTION
FOR GOOD CAUSE TO ALL GRADES OTHER THAN FOURTH
Circle Grade Recommended: 1 2 3 5 6**

_____ did not meet all required state or district performance measures for his/her grade but is recommended for promotion to the _____ grade for the _____ school year with documentation for good cause as indicated below.

_____ is an English Language Learner (ELL) student who has had less than two years of instruction in an English for Speaker of Other Languages (ESOL) program, based on the initial date of entry into a school in the United States.

_____ is a student with disabilities, whose individual educational plan (IEP) indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education Rule.

_____ is a student who demonstrates an acceptable level of performance on a norm-referenced standardized reading assessment.

_____ is a student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the Florida Standards in reading equal to at least a Level 2 performance on FAST.

_____ is a student with disabilities who participated in FAST and who has an individual education plan or a Section 504 plan that reflects that he/she has had intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained.

_____ it is the recommendation of the Intervention Support Team that conditions exist which would cause this student to be more successful at the next grade and/or that retention would be more adverse than promotion.

The promotion of this student is appropriate and is based on the student's academic record.

TEACHER

DATE

*I have reviewed and discussed this recommendation with the teacher and _____ approve
_____ disapprove promotion for good cause.*

PRINCIPAL

DATE

ACCEPTED ☐ REJECTED ☐

SUPERINTENDENT

DATE

School Letterhead

May ,

Third Grade Summer Reading Camp Invitation Letter

Dear Parent/Guardian,

Your child, _____ has been identified as a student that may not meet state standards in the area of reading based on current progress monitoring data. This data is being used for planning purposes, until the results of the ELA Florida State Assessment are released to districts. Failure to demonstrate an acceptable level of achievement as demonstrated by these measures may result in the student not promoting to 4th grade.

Students not meeting requirements will be provided additional time to demonstrate the necessary reading skills required for success in grade 4 and beyond, by participating in the district provided Summer Reading Camp. This year's Summer Reading Camp will be held at both Tolar and Hosford Schools beginning _____ through _____. Reading Camp will be held Monday – Thursday from 8:00 am –12:00 pm. If you wish for your child to stay until 3:30pm, you can register for the 21st Century Summer Program.

At the end of Summer Reading Camp, students will take the 3rd grade STAR and/or iReady Reading test. Any student who scores at or above the 50th percentile can be promoted based on proficiency on that test. Portfolio assessment results will also be considered as a means of promotion as well as other good cause exemptions that specific students are eligible for. Students who do not meet that criterion may be retained in 3rd grade for the _____ school year. Regular daily attendance is a crucial component of Summer Reading Camp. You are urged to make sure your child is on time and present every day.

Lunch and breakfast are provided at no cost. Transportation will be provided if requested.

Please complete and return the bottom portion of this letter. Do not hesitate to call the guidance counselor at your child's school if you have any other questions.

- ☐ I want my child to participate in Summer Reading Camp this year. I have discussed this with my child's teacher and do not need to meet with the school's Child Study Team.
- ☐ I am interested in my child attending Summer Reading Camp, but I would like to meet to discuss his/her test scores and the plans for the summer program. Please call me at _____ to set up a time for this meeting.
- ☐ I understand that my child will be retained in 3rd grade for the 2021-2022 school year if he/she does not attend and meet the required 50% on STAR or iReady Reading Test, I have decided that he/she will stay in 3rd grade and not come to Summer Reading Camp this year.
- ☐ Transportation is needed, please contact me at _____.

Parent Signature

Date

LIBERTY COUNTY HIGH SCHOOL 18-CREDIT ACCEL PROGRAM

(Academically Challenging Curriculum to Enhance Learning)

GRADUATION REQUIREMENTS and CONTRACT as of August 17, 2015

The student and parent/guardian must meet with the LCHS Guidance Counselor before signing this contract. Contracts must be signed every school year.

REQUIREMENTS:

- 18 credits in required courses listed below
- Passing scores on 10th grade ELA FSA assessment and Algebra 1 EOC (End of Course) assessment or state mandated assessments for 9th grade cohort (year student entered 9th grade)
- Take Biology, Geometry, and U.S. History EOC assessments, if applicable
- 2.0 unweighted cumulative GPA
- 18 Credits in:
 - 4 English/Language Arts
 - 4 Mathematics to include
 - Algebra 1 (Must pass EOC and EOC is 30% of yearlong course grade with no semester credits awarded if taken school year 2013-2014 or after)
 - Geometry (EOC is 30% of final course grade; yearlong course with no semester credits awarded)
 - 3 Science to include
 - Biology (EOC is 30% of final course grade; yearlong course with no semester credits awarded)
 - 3 Social Science to include
 - 1 World History
 - 1 U.S. History (EOC is 30% of final course grade; yearlong course with no semester credits awarded)
 - 1 semester of American Government and 1 semester of Economics
 - 1 Performing or Fine Art or its equivalent
 - 3 electives (online course not required)

NOTE: 18-Credit ACCEL Program minimum requirements do not meet Florida's Bright Futures Scholarship requirements unless specific electives taken. Refer to the complete Bright Futures eligibility criteria at <http://www.FloridaStudentFinancialAid.org/SSFAD/bf/> to access additional scholarship requirements.

LIBERTY COUNTY HIGH SCHOOL 18-CREDIT ACCEL PROGRAM
(Academically Challenging Curriculum to Enhance Learning)
CONTRACT as of August 17, 2015

Student: _____ **DOB:** _____

Date: _____ **Year Entered 9th:** _____ **Administrator:** _____

The student and parent/guardian must meet with the LCHS Guidance Counselor before signing this contract. Contracts must be signed every school year.

SPECIFIC CONDITIONS OF 18-CREDIT ACCEL PROGRAM:

1. A parent or guardian should accompany the student and sign a contract along with the student. If the student is 18 years or older and is still a dependent of the parent/guardian, a parent/guardian signature is required.
2. For students not meeting proficiency standards on the 10th Grade FSA ELA and the Algebra 1 EOC (Level 3 or higher) or current mandated state assessments, all data will be reviewed by the problem-solving team to determine eligibility in the ACCEL Program. 10th Grade FSA ELA and/or Algebra 1 EOC scores must be at least a high Level 2 as defined by DOE's FSA Achievement Level Subcategory table.
3. Students must not be truant as defined by F.S. 1003.26.
4. Students may not graduate before they have successfully completed the 18-credit ACCEL Program in high school.
5. Students who graduate and receive a standard diploma under 18-credit ACCEL Program requirements may not return for a fourth year.
6. Students who do not meet all graduation requirements for the 18-credit ACCEL Program may not be allowed to participate in graduation ceremonies for that school year. Graduation requirements include earning 18 credits in the specific areas listed on the contract, passing all required parts of the 10th grade ELA FSA Reading and End of Course Exams (or current mandated state assessments), earning the required cumulative grade point average and taking the required EOC assessments. These students may be allowed to participate in the next school year's graduation ceremonies if they have fulfilled all graduation requirements at that time.
7. Students on an 18-credit ACCEL Option will be designated as follows:
Year 1 - 9th Grade;
Year 2 - 10th Grade if earned at least 4 required credits
Year 3 - 12th Grade if earned at least 11 required credits and has a cumulative 2.5 GPA. Year 3 students will be allowed all senior privileges such as pictures in the senior section of the yearbook, prom, the senior trip, etc. However, if a student does not meet the 18-credit graduation requirements and comes back for a fourth year, these privileges will not be granted a second time.

Year 1: _____

Parent/Guardian	Student	Admin. Initial Date
------------------------	----------------	-------------------------------

Year 2: _____

Parent/Guardian	Student	Admin. Initial Date
------------------------	----------------	-------------------------------

Year 3: _____

Parent/Guardian	Student	Admin. Initial Date
------------------------	----------------	-------------------------------

**ACCESS Program of Study
Standard Diploma Checklist**

Subject	Course Name	Course Code	Course Name	Credit Earned
ELA 4 credits	Access English 1/2	7910111		
	Access English 3/4	7910112		
Mathematics 4 credits	Access Algebra 1A	7912080		
	Access Algebra 1B	7912090		
	Access Algebra 1	7912075		
	Access Geometry	7912065		
	Access Liberal Arts Math	7912070		
Science 3 credits	Access Biology	7920015		
	Access Earth/Space Sci.	7920020		
	Access Integrated Science 1	7920025 7920011		
	Access Chemistry			
Social Studies 3 credits	Access World History	7921030		
	Access U.S. History	7921025		
	Access U.S. Government	7921015		
	Access Economics w/Financial Literacy	7921022		
	Access Economics	7921020		
Fine Arts and Performing Arts/Practical Arts 1 credit	Access Visual/Performing Arts	7967010 7967015		
	Access Drawing 1	7967020		
	Access Theater 1	7967025		
	Access 2D Studio Art			
Physical Education w/Health Integrated 1 credit	Access HOPE 9-12	7915015		
	Access Personal Fitness	7915020		
Elective Credits 8	See Course Code Directory			
Online Course 1 credit	Varies – May be satisfied with a blended learning course (Does not apply to a student with an IEP, which indicates an online/blended learning course would be inappropriate.			

Section VIII
Virtual Education Forms

Process for Liberty Virtual

1. Prior to parent meeting:

- a. List student name(s) on the 2023-24 SY Liberty Virtual Enrollment Roster;
- b. Print the appropriate registration instruction sheet for the student's grade level.

2. During the parent meeting:

- a. Have parent/guardian print, sign, and date the roster to confirm their election to enroll their child(ren) in Liberty Virtual;
- b. Explain that the student's enrollment status will be changed to home education;
- c. Advise that student transcripts will be forwarded to Brenda Crouch, Director, My Virtual Classroom at PAEC, who will assist with enrollment and registration.

3. After parent meeting:

- a. Data Entry person will change student status in Focus;
- b. Student transcripts will be pulled and forwarded to Brenda Crouch at Brenda.Couch@paec.org.
- c. Keep/file the roster form in a secure location as this is the official district record of this action.

Please call Mandie Fowler at ext. 11232 with questions.

2023-24 SY Liberty Virtual Enrollment Roster

School: _____

Student(s)	Parent/Guardian	Signature	Date

Liberty County School District

Notice of Termination of Liberty Virtual School

This letter serves as notice that I do not plan to operate a home education program through Liberty Virtual School as of _____.
Below are the names of students who are no longer enrolled in Liberty Virtual.

Signature of Parent/Guardian

Date

Return within 30 days of Termination date to:

Mandie Fowler
Liberty County School Board
11051 NW State Road 20
Bristol, FL 32321

GRADES K-5 STUDENT REGISTRATION

My Virtual Classroom

FLVS Franchise @ PAEC, your County Virtual School Provider

CREATING A NEW ACCOUNT

- ☐ Using Chrome, go to <https://franchisek5.flvs.net/?id=51>
- ☐ **Click New Student.**
- ☐ Follow the prompts to enter your County, School, Grade, and Preferred Start Date.
- ☐ Scroll down to select your classes and choose a segment. You may choose Segment 1, Segment 2, or All Segments. Each segment represents a ½ credit (semester). **Click Add Courses.**
- ☐ Read Parent Statements, **Click I Agree, Click Save and Continue.**
- ☐ Verify or Add Additional Courses, then **Click Continue Registration.**
- ☐ Follow the prompts to enter your personal information, **Click Save and Continue.** Parents of children, who have an IEP or 504 Plan, are required to indicate it during the enrollment and registration process.
- ☐ Confirm and/or edit the information entered. **Click Confirm and Continue.**
- ☐ **Click Submit Registration.** Your Guidance Counselor will then approve the course request(s) and the student will be placed in courses on or near your preferred start date.
- ☐ If you are registered as a Home Education Student, you (the parent/guardian) are considered the Guidance Counselor and will approve the courses as the parent and again as the counselor.
- ☐ When selecting future courses **ALWAYS** select **County Virtual School** and **FLVS Franchise @ PAEC** from the drop down for each course requested.

LOGGING IN TO YOUR EXISTING ACCOUNT/ REQUESTING NEW COURSES

- ☐ Using Chrome, go to www.flvs.net
- ☐ **Click Login, Click County Virtual School** from the dropdown options.
- ☐ Enter your username and password and **click Login.** If you do not remember your password, click Forgot Password? An email will be sent to the email used to create your account with password reset information.
- ☐ To enter your course from your Student Dashboard, **click Course** in the box of YOU'RE IN! courses.
- ☐ To request a new course, **click the "hamburger" menu (3 lines)** on the top left, **click Request New Courses.**
- ☐ Select course, **click Select.**
- ☐ Choose course segment(s), start date and choose the virtual school, **FLVS Franchise @ PAEC** and **click Continue.**
- ☐ Add more courses or **click Submit Registration.** Your Guidance Counselor will then approve the course request(s) and the student will be placed in courses on or near your preferred start date.
- ☐ When selecting future courses **ALWAYS** select **County Virtual School** and **FLVS Franchise @ PAEC** from the drop down for each course requested.

ASSISTANCE

For registration assistance, please contact the FLVS Franchise @ PAEC Program Assistant, Cindi Davis cindi.davis@paec.org or 850-638-6131 ext. 2319.

GRADES 6-12 STUDENT REGISTRATION

My Virtual Classroom

FLVS Franchise @ PAEC, your County Virtual School Provider

CREATING A NEW ACCOUNT

- ☐ Using Chrome, go to www.flvs.net
- ☐ Go to the top of the page and click **Enroll**.
- ☐ Select **County Virtual School** and click on Grades 6-12
- ☐ On the next screen, review the steps and then, scroll down and click the **Enroll** button again.
- ☐ Click **New Students Start Here**.
- ☐ Follow the prompts to create your new account, **Click Save and Continue**.
- ☐ Choose a course, course segment, and start date. You may choose Segment 1, Segment 2, or All Segments. Choose the virtual school, **FLVS Franchise @ PAEC** and **Click Continue**
- ☐ Add more courses or **Click Continue**.
- ☐ Select **Create My Account** and follow the prompts. Parents of children, who have an IEP or 504 Plan, are required to indicate it during the enrollment and registration process.
- ☐ Your parent/guardian is required to check their email and verify your enrollment. Your counselor will then approve the course request(s) and **you will be placed in courses on or near your preferred start date**. If you are registered as a Home Education Student, you (the parent/guardian) are considered the Guidance Counselor and will approve the courses as the

Florida Virtual School

Online learning options to meet a wide range of student needs.

FLVS Flex

Course options with flexible start dates, available year-round.

GRADES K-12

FLVS Full Time

A full-time public school following the traditional school year. Enrollment is open for the 2020-21 school year.

GRADES K-12

FLVS Global School

Tuition-based courses for students outside of Florida.

GRADES K-12

GRADES K-5

County Virtual School

FLVS courses available through your school district. For K-5 check with your county for availability.

GRADES K-12

GRADES K-5

- ☐ When selecting future courses **ALWAYS** select **County Virtual School** and **FLVS Franchise @ PAEC** from the drop down for each course requested.

LOGGING IN TO YOUR EXISTING ACCOUNT/ REQUESTING NEW COURSES

- ☐ Using Chrome, go to www.flvs.net
- ☐ **Click Login**, **Click County Virtual School** from the dropdown options.
- ☐ Enter your username and password and **click Login**. If you do not remember your password, click **Forgot Password?** An email will be sent to the email used to create your account with password reset information.
- ☐ To enter your course from your Student Dashboard, **click Course** in the box of YOU'RE IN! courses.
- ☐ To request a new course, **click the "hamburger" menu (3 lines)** on the top left, then, **click Request New Courses**.
- ☐ Select course, **click Select**.
- ☐ Choose course segment(s), start date and choose the virtual school **FLVS Franchise @ PAEC** and **click Continue**.
- ☐ Add more courses or **click Submit Registration**. Your Guidance Counselor will then approve the course request(s) and you will be placed in courses on or near your preferred start date.
- ☐ When selecting future courses, **ALWAYS** select **County Virtual School** and **FLVS Franchise @ PAEC** from the drop down for each course requested.

ASSISTANCE

For registration assistance, please contact the FLVS Franchise @ PAEC Program Assistant, Cindi Davis cindi.davis@paec.org or 850-638-6131 ext. 2319.

Grading Period	Comments
1	
2	
3	
4	

*Kindergarten Sight Word List (LAFS.K.RF.3.3.c)				
List 1	List 2	List 3	List 4	List 5
the	he	at	but	there
of	was	be	not	use
and	for	this	what	an
a	on	have	all	each
to	are	from	were	which
in	as	or	we	she
is	with	one	when	do
you	his	had	your	how
that	they	by	can	their
it	I	words	said	if

Sight word mastery shall be based on cumulative mastery.

2023-2024

Liberty County School District



Kindergarten Report Card

Student:

School:

Teacher:

GRADING SCALE	
<i>E</i>	<i>EXCELLENT</i>
<i>S</i>	<i>SATISFACTORY</i>
<i>N</i>	<i>NEEDS IMPROVEMENT</i>
<i>U</i>	<i>UNSATISFACTORY: Not demonstrating current expectations (below level)</i>

Promotion Requirements

At the end of the school year, the student must earn an **E (Excellent)**, **S (Satisfactory)** or **N (Needs Improvement)** on each standard to promote to first grade.

Students who are *not demonstrating* end of year expectations, **U (Unsatisfactory)**, will repeat kindergarten the following school year.

Promoted to 1st Grade
Retained in Kindergarten

Name of Student:

GRADING SCALE	
E	EXCELLENT
S	SATISFACTORY
N	NEEDS IMPROVEMENT
U	UNSATISFACTORY: Not demonstrating current expectations (below level)

Math	Grading Period			
	1	2	3	4
Count orally by ones & tens (to 100 by end of year) <small>MA.K.NSO.2.1</small>				
Count sets, build sets, and write numbers (to 20 by end of year) <small>MA.K.NSO.1.1-3</small>				
Compare numbers and groups of objects (greater than, less than, equal to) <small>MA.K.NSO.1.4 & 2.3 and MA.K.DP.1.1</small>				
Add numbers with sums up to 10 <small>MA.K.NSO.3.1-2, MA.K.AR.1-3, MA.K.AR.2.1</small>				
Subtract numbers that have differences within 10 <small>MA.K.NSO.3.1-2, MA.K.AR.1.3, MA.K.AR.2.1</small>				
Demonstrate knowledge of base ten for numbers 10 to 19 (Ex: 13 is 1 ten and 3 ones) <small>MA.K.NSO.2.2</small>				
Describe & compare objects using length, volume and weight <small>MA.K.M.1.1-3</small>				
Name, describe, & compare flat/2D shapes: circle, square, rectangle & triangle <small>MA.K.GR.1.1-2,4-5</small>				
Name, describe, & compare solid/3D shapes: sphere, cube, cone, cylinder <small>MA.K.GR.1.1,3-4</small>				

FAST/STAR Early Literacy score shall be considered regarding promotion, with a goal of 35% proficiency.

Citizenship <small>(ELA.K.12.EE.4.1, ELA.K.12.EE.5.1, SS.K.C.1.1-2, SS.K.C.2.1-3)</small>	Grading Period			
	1	2	3	4
Shows respect for authority/Follows directions				
Follows routine procedures				
Works and plays cooperatively				
Respects property of class and others				
Works independently/completes tasks on time				
Perform fine motor tasks: drawing, writing, cutting, coloring				
Writing	Grading Period			
	1	2	3	4
Describe familiar people, places, things, and events and add drawings to descriptions <small>(ELA.K.C.5.1, ELA.K.12.EE.6.1)</small>				
Write to tell a personal story, explain about a topic, & express opinions <small>(ELA.K.C.1.2-4, ELA.K.C.3-4, ELA.K.C.5.1, ELA.K.V.1.1, ELA.K.12.EE.6.1)</small>				
English Language Arts (ELA)	Grading Period			
	1	2	3	4
Memorize upper and lower case letters <small>(ELA.K.F.1.3.a)</small>				
Produce primary sound for letters <small>(ELA.K.F.1.3.a-b)</small>				
Correctly write lower and upper case letters of the alphabet <small>(ELA.K.C.1.1)</small>				
Phonological Awareness (examples: rhyming, clapping syllables, blending sounds, isolating sounds in words, etc.): <i>see sample</i> <small>(ELA.K.F.1.2.a-f, ELA.K.R.1.4)</small>				
Answer questions about text (who, what, when, where, why, how) and compare characters (literature & informational texts) <i>(teacher observation)</i> <small>(ELA.K.R.1.1, ELA.K.R.2.1-2, ELA.K.R.2.4, ELA.K.R.3.2-3, ELA.K.V.1.1-3, ELA.K.C.2.1)</small>				
Memorize Kindergarten Sight Words: <i>see back for list of words</i> <small>(ELA.K.F.1.4)</small>				
Read CVC Words (ex: cap, fin, peg, mop, rug) <small>(ELA.K.F.1.3.c)</small>				
Spell CVC Words (ex: cap, fin, peg, mop, rug) <small>(ELA.K.F.1.3.d)</small>				

Attachment A

**Liberty County School Board
1st Grade Student Progression Expectations**

Student Name: _____

Your child is expected to pass English Language Arts, and math with a yearly average of 70% or better. In addition, there are 2 assessment categories. Your child is expected to meet both of the requirements listed below.

English Language Arts _____

Math _____

Met Goal	Requirement	Your Child' Score	Passing Score
	FAST Reading	End of Year Assessment _____	35 th percentile (at benchmark) Minimal level of achievement
	FAST Math	End of Year Assessment _____	35 th percentile (at benchmark) Minimal level of achievement

***Sign acknowledging** that you have reviewed promotion expectations for 1st Grade. Alternate data may be used to demonstrate proficiency as deemed appropriate by the school level problem-solving team. Final promotion decisions are at the discretion of the principal based on all available data, after consultation with the problem-solving team.

Parent Name (Printed): _____

***Parent Signature:** _____

Date: _____

Liberty County School Board
1st Grade Progress Monitoring Plan

Student Name: _____

Date: _____

Parent Name (Printed): _____

Parent Signature: _____

Progress Monitoring Data – not required for promotion						
Assessment	Score		Comments/Goals/Strategies	Parent Initial AP 1	Parent Initial AP 2	Parent Initial AP 3
FAST Reading	AP 1 _____ AP2 _____ AP3 _____					
FAST Math	AP 1 _____ AP 2 _____ AP 3 _____					
iReady Reading	AP 1 _____ AP 2 _____					
iReady Math	AP 1 _____ AP 2 _____					
Writing	AP 1 _____ AP 2 _____ AP 3 _____					
Attendance/Behavior Established goal if 5 unexcused absences/2 or more discipline referrals in a nine-week period.			Note Concerns/Goal:			
Grades	ELA 1 st 9 weeks ____ 2 nd 9 weeks ____ 3 rd 9 weeks ____ 4 th 9 weeks ____	Math 1 st 9 weeks ____ 2 nd 9 weeks ____ 3 rd 9 weeks ____ 4 th 9 weeks ____				
STAR Score Interpretation 0-10 Urgent Intervention 11-24 Below 25 – 39 On Watch 40 and above Benchmark	iReady Reading Early 434-457 Mid 458-479 Late 480-536		iReady Math Early 402-412 Mid 413-454 Late 455-496	Writing-12 possible points 4-purpose, focus, organization 4- Evidence/elaboration 4-conventions of standard English		

Liberty County School Board
2nd Grade Student Progression Expectations

Student Name: _____

Your child is expected to pass English Language Arts, math, and science with a yearly average of 70%. In addition, there are 2 assessment categories. Your child is expected to meet both requirements listed below.

English Language Arts _____

Math _____

Science _____

Promotion Criteria			
Met Goal	Requirement	Your Child' Score	Passing Score
	FAST Reading	End of Year Assessment _____	35 th percentile (at benchmark) Minimal level of achievement
	FAST Math	End of Year Assessment _____	35 th percentile (at benchmark) Minimal level of achievement

*Sign acknowledging that you have reviewed promotion expectations for 2nd grade. Alternate data may be used to demonstrate proficiency as deemed appropriate by the school level problem-solving team. Final promotion decisions are at the discretion of the principal based on all available data, after consultation with the problem-solving team.

Parent Name (Printed): _____

***Parent Signature:** _____

Date: _____

Liberty County School Board
2nd Grade Progress Monitoring Plan

Student Name: _____

Date: _____

Parent Name (Printed): _____

Parent Signature: _____

Progress Monitoring Data – not required for promotion						
Assessment	Score		Comments/Goals/Strategies	Parent Initial AP 1	Parent Initial AP 2	Parent Initial AP 3
FAST Reading	AP 1 _____ AP 2 _____ AP 3 _____					
FAST Math	AP 1 _____ AP 2 _____ AP 3 _____					
iReady Reading	AP 1 _____ AP 2 _____					
iReady Math	AP 1 _____ AP 2 _____					
Writing	AP 1 _____ AP 2 _____ AP 3 _____					
Attendance/Behavior Establish goal if 5 unexcused absences.2 or more discipline referrals in a nine-week period.			Note Concern/Goal:			
Grades	ELA 1 st 9 weeks __ 2 nd 9 weeks __ 3 rd 9 weeks __ 4 th 9 weeks ____	Math 1 st 9 weeks __ 2 nd 9 weeks __ 3 rd 9 weeks __ 4 th 9 weeks ____				
STAR Score Interpretation 0-10 Urgent Intervention 11-24 Below 25 – 39 On Watch 40 and above Benchmark	iReady Reading Early 489-512 Mid 513-536 Late 537-560		iReady Math Early 428-440 Mid 441-496 Late 497-506	Writing-12 possible points 4-purpose, focus, organization 4- Evidence/elaboration 4-conventions of standard English		

Liberty County School Board
3rd Grade Student Progression Expectations

Student Name: _____

In 3rd grade, there are 3 categories to pass to 4th grade. (1) Meet the mandatory requirement of a Level 2 on the Florida's Assessment of Student Thinking (FAST) English Language Arts. (2) Pass English Language Arts, Math, and Science with a yearly average of 60%. (3) Pass FSA Math with a Level 2 or higher or Performance Matters Science with a score of 50% or greater.

English Language Arts _____

Math _____

Science _____

Met Goal	Required	Your Child's Score	
Your child must meet the <i>mandatory requirement of scoring a Level 2 on the Florida's Assessment of Student Thinking (FAST) English Language Arts in order to promote to 4th grade.</i>			
	Requirement FAST-English Language Arts(ELA)	End of Year Assessment	Passing Score Level 2 or higher*
	In addition, your child is expected meet 1 of the 2 requirements listed below.		
	FAST - Mathematics	End of Year Assessment _____	Level 2 or higher Proficiency may be demonstrated with another measure.
	Performance Matters Science	AP 1 _____ AP 2 _____ AP 3 _____	50% or higher

*Sign acknowledging that you have reviewed promotion criteria for 3rd grade. Alternate data may be used to demonstrate proficiency as deemed appropriate by the school level progress monitoring team.

Parent Name (Printed): _____

***Parent Signature:** _____

Date: _____

Liberty County School Board
3rd Grade Progress Monitoring Plan

Student Name: _____

Date: _____

Parent Name (Printed): _____

Parent Signature: _____

Progress Monitoring – Not required for promotion						
Assessment	Score		Comments/Goals/Strategies	Parent Initial AP 1	Parent Initial AP 2	Parent Initial AP 3
STAR Reading	AP 1 _____ AP 2 _____					
iReady Reading	AP 1 _____ AP 2 _____					
iReady Math	AP 1 _____ AP 2 _____					
Writing	AP1 _____ AP2 _____ AP3 _____					
Science Performance Matters	AP 1 _____ AP 2 _____ AP 3 _____					
Attendance/Behavior <small>Goal must be established for 5 unexcused absences/2or more discipline referrals in a nine-week period.</small>			Note Concern/Goal:			
Grades	ELA 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Math 1 st 9 weeks _____ 2 ⁿ 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____				
STAR Score 0-10 Urgent Intervention 11-24 Below 25 – 39 On Watch 40 and above Benchmark	iReady Reading Early 511-544 Mid 545-560 Late 561-602		iReady Math Early 449-463 Mid 464-506 Late 507-516	Writing-12 possible points 4-purpose, focus, organization 4- Evidence/elaboration 4-conventions of standard English		

Liberty County School Board
4th Grade Student Progression Expectations

Student Name: _____

Your child is expected to pass English Language Arts, Math, Science and Social Studies with a yearly average of 60% or better. In addition, there are 3 assessment categories.

English Language Arts _____

Math _____

Science _____

Social Studies _____

Met Goal	Requirement	Your Child's Score	Passing Score
	Criteria: Proficiency on 2 out of 3 assessments listed below		
	FAST English Language Arts (ELA)		Level 2 or higher
	FAST – Mathematics		Level 2 or higher
	Performance Matters Science	AP 1 _____ AP 2 _____ AP 3 _____	50% or higher

*Sign acknowledging that you have reviewed promotion criteria for 4th grade. Alternate data may be used to demonstrate proficiency as deemed appropriate by the school level problem-solving team. Final promotion decisions are at the discretion of the principal based on all available data, after consultation with the problem-solving team.

Parent Name (Printed): _____

***Parent Signature:** _____

Date: _____

**Liberty County School Board
4th Grade Progress Monitoring Plan**

Student Name: _____

Date: _____

Parent Name (Printed): _____

Parent Signature: _____

Progress Monitoring Data					
Assessment	Score	Comments	Parent Initial	Parent Initial	Parent Initial
STAR Reading	AP 1 _____ AP 2 _____				
iReady Reading	AP 1 _____ AP 2 _____				
iReady Math	AP 1 _____ AP 2 _____				
Writing	AP 1 _____ AP 2 _____ AP 3 _____				
Science Performance Matters	AP 1 _____ AP 2 _____ AP 3 _____				
Attendance/Behavior Goal if more than 5 unexcused absences/2 or more discipline referrals in a nine-week period.	1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Note Concern/Goal:			
Grades	ELA 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Math 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____			
STAR Score Interpretation 0-10 Urgent Intervention 11-24 Below 25-39 On Watch 40 and above Benchmark	iReady Reading Early 557-578 Mid 579-602 Late 603-629	iReady Math Early 465-481 Mid 482-516 Late 517-526	Writing-12 possible points 4-purpose, focus, organization 4- Evidence/elaboration 4-conventions of standard English		

Liberty County School Board
5th Grade Student Progression Expectations

Student Name: _____

Your child is expected to pass English Language Arts, Math, Science and Social Studies with a yearly average of 60% or better. In addition, there are 3 assessment categories.

English Language Arts _____

Math _____

Science _____

Social Studies _____

Met Goal	Requirement	Your Child's Score	Passing Score	Parent Signature
Criteria: Proficiency on 2 out of 3 assessments listed below				
	Florida's Assessment of Student Thinking (FAST) English Language Arts (ELA)		Level 2 or higher	
	Florida's Assessment of Student Thinking (FAST) Mathematics		Level 2 or higher	
	FCAT 2.0 Science		Level 2 or higher	

*Sign acknowledging that you have reviewed promotion criteria for 5th grade. Alternate data may be used to demonstrate proficiency as deemed appropriate by the school level problem-solving team. Final promotion decisions are at the discretion of the principal based on all available data, after consultation with the problem-solving team.

Parent Name (Printed): _____

***Parent Signature:** _____

Date: _____

**Liberty County School Board
5th Grade Progress Monitoring Plan**

Student Name: _____

Date: _____

Parent Name (Printed): _____

Parent Signature: _____

Progress Monitoring Data – Not required for promotion					
Assessment	Score	Comments/Goals/Strategies	Parent Initial AP 1	Parent Initial AP 2	Parent Initial AP 3
STAR Reading	AP 1 _____ AP 2 _____				
iReady Reading	AP 1 _____ AP 2 _____				
iReady Math	AP 1 _____ AP 2 _____				
Science Performance Matters	AP 1 _____ AP 2 _____ AP 3 _____				
Writing	AP 1 _____ AP 2 _____ AP 3 _____				
Attendance/Behavior Goal must be established for any student having more than 5 unexcused absences/2 or more discipline referrals in a nine-week period.	1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Note Concern/Goal:			
Grades	ELA 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Math 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____			
STAR Score Interpretation 0-10 Urgent Intervention 11-24 Below 25 – 39 On Watch 40 and Above Benchmark	iReady Reading Early 581-608 Mid 609-629 Late 630-640	iReady Math Early 480-497 Mid 498-526 Late 527-540	Writing-12 possible points 4-purpose, focus, organization 4- Evidence/elaboration 4-conventions of standard English		

**Liberty County School Board
6th Grade Student Progression Expectations**

Student Name: _____

Assessment Expectations				
Criteria: Proficiency on 1 out of 2 assessments listed below				
Met Goal	Requirement	Your Child's Score	Passing Score	Comments
	Florida's Assessment of Student Thinking (FAST) English Language Arts		Level 2 or higher	
	Florida's Assessment of Student Thinking (FAST) Mathematics		Level 2 or higher	

Course Requirements			
Promotion Criteria: Pass 4/4 core subject areas (English Language Arts, Math, Social Studies and Science) with a yearly average of 60% or better			
MJ Language Arts 1 _____	MJ World History _____	MJ Math 1 _____	MJ Comp Science 1 _____

Please sign acknowledging that you have reviewed the promotion criteria for 6th grade.

Alternate data may be used to meet promotion criteria as deemed appropriate by the problem-solving team. Students not meeting annual course requirements must recover courses through the district provided credit recovery program to be promoted.

Parent Name (Printed): _____

***Parent Signature:** _____

Date: _____

Liberty County School Board
6th Grade Progress Monitoring Plan

Student Name: _____

Date: _____

Parent Name (Printed): _____

*** Parent Signature:** _____

Progress Monitoring Data – Not required for promotion						
Assessment	Score	Comments/Goals/Strategies		Parent Initial AP 1	Parent Initial AP 2	Parent Initial AP 3
STAR Reading	AP 1 _____ AP 2 _____					
iReady Reading	AP 1 _____ AP 2 _____					
iReady Math	AP 1 _____ AP 2 _____					
Science Performance Matters	AP 1 _____ AP 2 _____ AP 3 _____					
Writing	AP 1 _____ AP 2 _____ AP 3 _____					
Attendance/Behavior Goal must be established for any student having more than 5 unexcused absences/2 or more referrals in a nine-week period.	1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Note Concerns/Goal:				
Grades	ELA 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Math 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Science 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Civics/History 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____		
STAR Score Interpretation 0-10 Urgent Intervention 11-24 Below 25 – 39 On Watch 40 and Above Benchmark	iReady Reading Early 598-513 Mid 616-640 Late 641-653	iReady Math Early 495-513 Mid 514-540 Late 541-564	Writing-12 possible points 4-purpose, focus, organization 4- Evidence/elaboration 4-conventions of standard English			

Liberty County School Board
7th Grade Student Progression Expectations

Student Name: _____

Assessment Expectations Criteria: Proficiency on 2 out of 3 assessments listed below				
Met Goal	Requirement	Your Child's Score	Passing Score	Comments
	Florida's Assessment of Student Thinking (FAST) English Language Arts		Level 2 or higher	
	Florida's Assessment of Student Thinking (FAST) Math		Level 2 or higher	
	Civics EOC		30% of course grade	
Course Requirements Promotion Criteria: Pass 4/4 core subject areas (English Language Arts, Math, Social Studies and Science) with a yearly average of 60% or better				
MJ Language Arts 2 _____	MJ Civics _____ Civics EOC constitutes 30% of the final grade	MJ Math 2 _____	MJ Comp Science 2 _____	

Please sign acknowledging that you have reviewed the promotion criteria for 7th grade.
 Alternate data may be used to meet promotion criteria as deemed appropriate by the problem-solving team. Students not meeting annual course requirements must recover courses through the district provided credit recovery program to be promoted.

Parent Name (Printed): _____

***Parent Signature:** _____

Date: _____

Liberty County School Board
7th Grade Progress Monitoring Plan

Student Name: _____

Date: _____

Parent Name (Printed): _____

*** Parent Signature:** _____

Progress Monitoring Data – Not required for promotion						
Assessment	Score	Comments/Goals/Strategies		Parent Initial AP 1	Parent Initial AP 2	Parent Initial AP 3
STAR Reading	AP 1 _____ AP 2 _____					
iReady Reading	AP 1 _____ AP 2 _____					
iReady Math	AP 1 _____ AP 2 _____					
Science Performance Matters	AP 1 _____ AP 2 _____ AP 3 _____					
Writing	AP 1 _____ AP 2 _____ AP 3 _____					
Attendance/Behavior Goal must be established for any student having more than 5 unexcused absences/2 or more referrals in a nine-week period.	1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Note Concerns/Goal:				
Grades	ELA 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Math 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Science 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Civics/History 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____		
STAR Score Interpretation 0-10 Urgent Intervention 11-24 Below 25 – 39 On Watch 40 and Above Benchmark	iReady Reading Early 609-631 Mid 632-653 Late 654-669	iReady Math Early 508-530 Mid 531-564 Late 565-574	Writing-12 possible points 4-purpose, focus, organization 4-Evidence/elaboration 4-conventions of standard English			

Liberty County School Board
8th Grade Student Progression Expectations

Student Name: _____

Assessment Expectations				
Criteria: Proficiency on 2 out of 3 assessments listed below				
Met Goal	Requirement	Your Child's Score	Passing Score	Comments
	Florida's Assessment of Student Thinking (FAST) English Language Arts		Level 2 or higher	
	Florida's Assessment of Student Thinking (FAST) Mathematics or Algebra		Level 2 or higher	
	FCAT Science		Level 2 or higher	

Course Requirements			
Promotion Criteria: Pass 4/4 core subject areas (English Language Arts, Math, Social Studies and Science) with a yearly average of 60% or better			
MJ Language Arts 3 _____	US History & Career Plan _____	Algebra A _____ Or Algebra 1 _____ Algebra I EOC constitutes 30% of the final grade	MJ Comp Science 3 _____

*Please sign acknowledging that you have reviewed the promotion criteria for 8th grade.

Alternate data may be used to meet promotion criteria as deemed appropriate by the problem-solving team. Students not meeting annual course requirements must recover courses through the district provided credit recovery program to be promoted. A passing grade must be obtained in all courses before promoting to the 9th grade.

Parent Name (Printed): _____

***Parent Signature:** _____

Date: _____

Liberty County School Board
8th Grade Progress Monitoring Plan

Student Name: _____

Date: _____

Parent Name (Printed): _____

*** Parent Signature:** _____

Progress Monitoring Data – Not required for promotion						
Assessment	Score	Comments/Goals/Strategies		Parent Initial AP 1	Parent Initial AP 2	Parent Initial AP 3
STAR Reading	AP 1 _____ AP 2 _____					
iReady Reading	AP 1 _____ AP 2 _____					
iReady Math	AP 1 _____ AP 2 _____					
Science Performance Matters	AP 1 _____ AP 2 _____ AP 3 _____					
Writing	AP 1 _____ AP 2 _____ AP 3 _____					
Attendance/Behavior Goal must be established for any student having more than 5 unexcused absences/2 or more referrals in a nine-week period.	1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Note Concerns/Goal:				
Grades	ELA 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Math 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Science 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____	Civics/History 1 st 9 weeks _____ 2 nd 9 weeks _____ 3 rd 9 weeks _____ 4 th 9 weeks _____		
STAR Score Interpretation 0-10 Urgent Intervention 11-24 Below 25 – 39 On Watch 40 and Above Benchmark	iReady Reading Early 620-641 Mid 642-669 Late 670-684	iReady Math Early 518-540 Mid 541-574 Late 575-585	Writing-12 possible points 4-purpose, focus, organization 4-Evidence/elaboration 4-conventions of standard English			

