

Student Progression Plan

2026-2027

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Middle School

Program of Studies Grades 6-8

A. Course Offerings

Middle school grades 6-8 basic education course offerings are selected from the Florida Department of Education's Course Code Directory and approved by the school.

The program of studies for middle school grades includes, but is not limited to, the following state and local offerings:

Language Arts	Art (Visual and Digital)	Business Leadership
Mathematics	Music	
Science	Physical Education	
Social Studies	Dance	
Reading	Foreign Language	
Technology	Theatre	

Other enrichment and exploratory courses may be offered.

Middle school students will have the opportunity to enroll in high school level courses based on their academic performance as well as their state test results.

Additionally, the MSA Cambridge AICE Program provides an opportunity for students in middle school to accelerate, to be more challenged, pursue excellence in their academics and service to their community. The program prepares students for the high school Cambridge AICE Diploma Program.

In addition to research-based reading courses (for students who score a level 1 or 2 on the state test), reading application instruction is integrated throughout the entire curriculum. Teachers are prohibited from suspending a regular program of curricula to administer practice tests or engage in other test-preparation activities for a statewide assessment. However, activities including instruction on test-taking strategies are authorized.

Students are required to be enrolled on a full-time basis, which includes 8 courses. Modifications to this schedule can only be made with administrative approval.

An English Language Learner (ELL) with no prior school records shall be assigned to a grade level based on age-appropriate placement.

B. Required Courses

1. Promotion from middle school to high school requires that the student successfully complete three middle school or higher courses in each of the following:

a. English Language Arts
b. Mathematics
c. Social Studies
d. Science

2. Social Studies:

The required study of state and federal government and civics education will be incorporated into the Civics course. One of these courses must be at least a one-semester civics education course. Each student's performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade. A middle grades student who transfers into the state's public school system from out of country, out of state, private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the Civics education requirement for promotion from the middle grades if the student's transcripts document passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

3. Language Arts:

English Language Arts must be aligned with the BEST standards, with an emphasis on literature, informational/technical text, writing, listening and speaking, and language.

4. Mathematics:

In addition to the basic, standard and advanced levels of middle school math, the middle school will offer Algebra I and Geometry to advanced students who have outstanding classroom performance as well as high performance on the state assessments (level 4 or 5).

C. Grading Scale

Student achievement in all courses will be evaluated using numeric and letter grades. As designated in Florida Statute, letter grading scale and definitions adopted for all courses in grades 6 through 8 are as follows:

Value	Numeric Range	Letter	Grade Definition
4	90 - 100	A	Outstanding Progress
3	80 - 89	B	Above Average Progress
2	70 - 79	C	Average Progress
1	60 - 69	D	Lowest Acceptable
0	0 - 59	F	Failure
Note: W = Withdrawn, I = Incomplete*			

* An incomplete grade (I) will be changed to a letter grade upon completion of all course requirements within ten school days, unless approved by the principal. If the course requirements are not completed by the end of the next quarter, the incomplete grade will become an "F."

Teachers shall not exempt students from academic performance requirements unless a student's IEP allows it.

Students must be notified in writing at the beginning of each course as to how their grades will be determined. This could be included in the course syllabus or information shared with students and parents.

Pass/Fail grades will not be issued for courses offered at Manatee School For the Arts, except in the 6th grade arts electives. Students who transfer in with a Pass (P) grade will earn the credit for the indicated course(s).

Progress reports are issued mid-way through each quarter (approximately 5 weeks into the quarter) to notify students and their parents or guardians of mid-term academic progress. Additionally, parents may monitor student progress regularly through the Online Parent Portal. To communicate with teachers, parents may contact each teacher by phone at school or through email.

D. Make-up Work

Following an absence, the student has the responsibility to contact his/her teachers on the next attendance day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's absence is due within a period of time equal to the number of days that the student was absent. MSA's Academic Policies provide for additional accommodations for late work and test retakes.

E. Parent Graduation Notification:

Each year, to prepare students for career and postsecondary education planning, the school shall notify students in grades 6 - 8 and their parents of the three-year and four-year high school graduation options, so that they may select the program that best fits the student's needs. This notification shall be conducted prior to the annual course selection so that a student's academic plan and a time frame for achieving the graduation option may be modified to meet the student's needs. The selection of a graduation option is an exclusive choice of the student and parent. However, if a diploma option is not selected, the choice will default to the standard four-year diploma option, which requires 24 credits.

F. Required Remediation

State statute provides that students who score level 1 or 2 in language arts and/or math (as demonstrated by the most recent required state assessment in ELA and math) must be provided reading and/or math remediation. Students will be removed from an elective for the required academic support classes. The instruction for students who are provided remediation will use the Multi-tiered System of Support framework to match instruction to student need. Parental approval for placement in remedial academic programs is not required. The regular curriculum (language arts, social studies, science, and mathematics) may not be suspended for intensive or remedial courses.

G. Academically Challenging Curriculum to Enhance Learning (ACCEL)

(a) Whole-Grade Promotion:

Middle School – A middle school student must meet all of the following criteria to be eligible for whole-grade promotion:

1. The student must be performing above grade level for the past two years on a locally determined assessment, a statewide assessment or a standardized assessment in Reading/Language Arts and Mathematics. The student must score a Level 5 on required state assessments Reading and Mathematics in their current year of instruction.

2. The student must have a minimum of a 3.5 unweighted grade point average in each core class of Language Arts, Mathematics, Science and Social Studies for each of the past two years.

3. The student must meet the promotion criteria for the 6th and 7th grades to qualify for whole-grade promotion to the 8th grade. The student must meet the promotion criteria for 8th grade to qualify for whole-grade promotion to the 9th grade.

4. All whole-grade promotions must be approved by the School Principal and entered appropriately in the student information system.

5. A student cannot skip 6th grade.

(b) Mid-Year Promotion:

Middle School – A middle school student must meet all of the following criteria to be eligible for mid-year promotion:

1. The student must meet the promotion criteria for his/her current grade level. The student must complete all of the four core (Language Arts, Mathematics, Science and Social Studies) with a 3.5 average in each course for the current grade level to be promoted mid-year to the next grade level. Reading does not qualify as one of the Language Arts courses.

2. The student must meet the course requirements for each content area in order to be promoted mid-year. (i.e. Student cannot be promoted into the middle of a course where the prerequisites have not been met – moving into the middle of Language Arts, Algebra I, etc.).

3. The student must be recommended by their school counselor.

4. All mid-grade promotions must be approved by the School Principal.

(c) Subject-Matter Acceleration:

Middle School – A middle school student is eligible for subject-matter acceleration when the student has met the prerequisite course requirements for that content area and supporting assessment data.

Promotion and Retention

A. Promotion Requirements

Student progression from one grade to another is determined in part upon satisfactory performance in reading, writing, mathematics, science, and social studies. Middle school students will advance from one grade level to the next, based upon demonstration of achievement in required core courses. Students who do not meet promotion criteria to 9th grade will be required to take summer school, and/or lose high school electives in order to repeat or take required middle school courses.

To be promoted:	**Student must pass:**
From 6th to 7th	2 or more core academic courses in language arts, math, science, social studies
From 7th to 8th	6 or more core academic courses in language arts, math, science, social studies to include Civics
From 8th to 9th	12 core academic courses in language arts, math, science and social studies to include Civics for select 8th graders.

For a student who has been retained two or more years in middle school, an alternative setting or placement must be provided as appropriate for the individual student.

For middle school courses that do not have a state-required End of Course Exam, a point system has been established for the benefit of students who may have experienced an unsuccessful quarter.

Teachers are to award whichever grade is the highest for each student -- the grade determined by the average of the four quarters, or the grade determined by the Point System. There must be at least 1 point earned in the 3rd or 4th quarter.

The year long average is primary in determining if a student passes a course, but there must be at least 1 point earned in 3rd or 4th quarter.

The Point System for calculating the year average is determined as follows.

Each quarter grade will be assigned a value selected from the following:
A = 4
B = 3
C = 2
D = 1
F = 0

In order to pass a middle school course for the year, A STUDENT MUST EARN A MINIMUM OF THREE (3) POINTS FOR THE YEAR AND ONE (1) POINT MUST BE EARNED IN SECOND SEMESTER (THIRD OR FOURTH QUARTER).

Grades for high school courses are calculated each semester according to the high school procedures and therefore do not have an end of the year grade.

The point average system cannot be used to determine the end-of-year grades for Civics. It must be calculated using the EOC as 30% of the year-long course grade.

Course Acceleration and Enrichment

A. High School Credit Courses Offered in Middle School

High school dual credit courses provide qualified middle school students the opportunity to pursue a more rigorous education. The purpose of taking high school level courses at the middle school level is to help prepare students for the rigors of AP, Dual Enrollment, and AICE when they officially enter high school. High school credit courses are not offered in middle school for the purpose of graduating early or experiencing an "easier" senior year. Failure to take rigorous academic courses during the senior year could prevent a student from being accepted into many colleges and universities.

(a) Each year, MSA may offer the following high school honors courses based on the needs of our students and whether the minimum number of students enrolled in the course.

- Algebra I
- Geometry
- MS Spanish I-II = 1 HS credit
- MS French I-II = 1 HS Credit

Note: Middle Students can also take Cambridge AICE classes in Science, Language Arts, and Global Perspectives, but do not count for high school credit. To be admitted into the AICE program, students must apply, meet on level or above test scores, and have a 2.75 GPA.

(b) Grades for high school courses taken during middle school will appear on the high school transcript and will be averaged in with the high school grade point average. Students must carry forward all grades and any credits earned in high school courses.

(c) Course grades and class performance will be closely monitored. If a middle school student is struggling in a high school course during the first or second quarter, a schedule change may be

implemented to move the student to a middle school level course. Struggling and remaining in the high school level courses places the middle school student at risk of failing a required core subject, which could subsequently result in retention at that grade level and negatively affect their high school GPA/transcript. The schedule change must be made before the end of first semester. Once the semester is completed and the student has earned the high school credit, the grade and credit cannot be removed from the high school transcript, even if the grade is a D or F.

(d) Middle school students who earn a D or lower in a high school course are strongly encouraged to retake the course in high school under the Grade Forgiveness Policy.

(e) The school will use the criteria listed below for identifying eligible students for enrollment in honors or high school credit courses. Administration may override the criteria and place students in advanced or dual enrollment high school courses based on data indicating that the student is capable of success in the courses. This data must be documented.

B. Guidelines for Enrolling students in High School Credit Courses

Algebra I (7th or 8th Grades)

The student must have earned a 4 or higher (7th) or 3 or higher (8th) on the most current required state assessments in Mathematics and administrative approval.

Geometry (8th Grade)

The student must have earned an A or B each semester of Algebra I or must have passed the end-of-course assessment. A student who passes Algebra I but does not pass the Algebra end-of-course assessment may still be eligible to enroll in Geometry.

C. Awarding Grades and Credits for High School Credit Courses in Middle School

A. Course Requirements:

Middle School students who are taking high school courses must meet all of the requirements of high school courses. High School Requirements include:

- Assessment of students through mid-term and final exams;
- Administration of any state required end-of-course exams;
- Calculation of the semester grade using the high school procedure;
- Minimum 135 hours of class instruction as required in Florida Statute;
- **I**nstructional materials aligned with the approved curriculum; and
- Recording of grades on the student's official high school transcript.

B. Grades:

Course grades will be averaged as follows:

For courses where End of course exams are not required to comprise 30%, the teacher may give a midterm exam at the end of first semester and a final exam at the end of the second semester. The student's semester grade is calculated by averaging according to the following scale:

Quarter I = 40%	Quarter 3 = 40%
Quarter 2 = 40%	Quarter 4 = 40%
Mid-term Exam = 20%	Final Exam = 20%

If there is no midterm or final exam, the student's semester grade is calculated to the following scale:

Quarter 1 = 50%	Quarter 3 = 50%
Quarter 2 = 50%	Quarter 4 = 50%

All state generated EOCs (Algebra I, Geometry, U.S. History, and Biology) will constitute 30% of the final course grade. The grade will be calculated as follows:

Semester 1 = 35%
Semester 2 = 35%
EOC = 30%

Note: Students are required to take the MS Civics EOC but not factored into their grade.

Credit Recovery courses will follow the same grade calculation as all other similar courses.

C. Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course but fails the other semester and meets school criteria as follows:

1. The average of the two letter grades for the two semesters would result in a D (1.0) or above. The final course grade is awarded as follows: .5-1= D; 1.5-2.5= C, with the highest final grade awarded for the year-long course being a C; and

2. The student must earn a D or above on the semester exam or EOC for each semester.

This rule applies when both semesters are taken within one school year and the student fails one of the two semesters. Students continue to earn a half credit for passing a semester of a course. This does not affect other credit recovery options.

Courses carried forward as high school credit will be used to satisfy the high school graduation and Florida Academic Scholars award requirements. A middle school student must be granted credit toward high school graduation requirements for classes taken through the dual enrollment high school program.

Once a high school grade is earned (credit carried forward to high school), that grade becomes a

permanent record on the student's transcript and may not be removed from the transcript.
Students choosing the Three Year Diploma option must still earn the required 18 credits during grades 9 through 12 and attend high school as a full-time student for three full school years (regardless of how many credits were earned prior to high school).

D. End of Course Exams:

1. To earn high school credit for Algebra I, a middle grades student must take the state-wide, standardized Algebra I EOC assessment and pass the course. In addition, beginning with the 2013-2014 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30% of the student's final course grade, and the Algebra I EOC must be passed for high school credit to be awarded. If a student passes the course but does not pass the EOC, the promotion requirement for middle school is met, but the student must pass a retake in order to earn the high school credit.

To earn high school credit for Geometry, a middle grades student must take the state-wide, standardized Geometry EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

2. Students enrolled in a high school course with a statewide, standardized end-of-course assessment may not take the corresponding grade-level required state assessment.

3. A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for whom the IEP committee determines that an end-of-course (EOC) assessment cannot accurately measure the student's abilities with accommodations, shall have the EOC assessment results waived for the purpose of determining the student's course grade and credit. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student, and make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide, standardized assessment requirements by individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

4. All middle school students must take the Civics EOC as a requirement for promotion. The Civics EOC score will not factor into the student's overall grade.

A middle grades student who transfers into the state's public school system from out of country, out of state, private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the Civics education requirement for promotion from the middle grades if the student's transcripts document passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

D. MSA Criteria for Enrollment in Advanced Middle School Courses

Advanced Mathematics

The student must have earned a 3 or above on the most current required state assessments in

Mathematics AND have one of the following:

- Teacher, Counselor, and/or Administrator recommendation

Advanced Language Arts, Science, and Social Studies

The student must have earned a 3 or above on the most current required state assessments in ELA AND have one of the following:

- Teacher, Counselor, and/or Administrator recommendation

E. Credit Acceleration Program (CAP)

The Credit Acceleration (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. The school shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment. The school shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment upon a parent request or a student request with parental approval.

If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a"C" or above.

F. Grade Forgiveness Policy

Middle school students taking high school courses may repeat and replace a grade of D or F earned during middle school in the high school course, with a grade of C or higher, earned subsequently in the same or comparable courses.

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards, Florida Standards, and/or BEST Standards. Students enrolled in a *Credit Recovery* course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the *Credit Recovery* courses are exactly the same as the previously attempted corresponding course. It is important to note that *Credit Recovery* courses are not bound by Section 1003.436(1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, *Credit Recovery* courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course

assessment retake.

Intervention, Remediation, and Progress Monitoring

(a) Students must participate in Florida's statewide assessments. Each student who scores below Level 3 in reading or mathematics may be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate instruction and intervention using the problem solving process within the MTSS framework.

(b) The school will develop and implement, in consultation with the student's parent, a Progress Monitoring Plan. A student who is not meeting the school 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:

1. A federally required student plan such as an individual education plan;

2. A school-wide system of progress monitoring for all students; or

3. An individualized or small group Progress Monitoring Plan within a Multi-tiered System of Support framework.

(c) The plan chosen must be designed to assist the student or the school in meeting state and school expectations for proficiency. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading and mathematics must continue to be provided with remedial, Tier II, or Tier III MTSS instruction until the expectations are met, the student graduates from high school, or is not subject to compulsory school attendance.
(d) In addition to a Progress Monitoring Plan within the Multi-tiered System of Support framework, students performing at Level 1 or 2 on Florida's statewide assessment in ELA and mathematics or who are non-proficient for more than one year must be enrolled in and complete an academic support course the following year. Students may exit academic support by demonstrating proficiency at level 3 or higher on Florida's statewide assessment in ELA.

(e) A student receiving Tier II and/or Tier III intervention will be progress monitored more frequently as designated within the Multi-tiered System of Support framework.

(f) Progress Monitoring Plan:

1. A School-wide Progress Monitoring Plan provides structure for monitoring the progress of all students and will be an integral part of the School Improvement Plan. The school-wide Multi-tiered System of Support framework (MTSS) will structure the school-wide PMP. Within the School Improvement Plan, the School-wide Progress Monitoring Plan has four major components.

- Diagnostic Assessment:

Diagnostic assessments in addition to the initial screening are to be administered to all students, including an assessment of the students' learning styles. The PMP should clearly identify the specific diagnosed academic needs to be remediated for Tier II or III identified students.

- Plan of Instructional Interventions :

Targeted intensive, immediate success-based intervention strategies are to be identified using the data. A variety of remedial instruction is to be provided in the areas of weakness, aligned with students' learning styles and individual needs, and designed to assist students in meeting state expectations in reading, writing, math and/or science.

- Parent Consultation and Communication:

The school shall notify the student and his/her parents or guardians of any remedial or supplemental academic instruction through a letter sent to parents by the end of first quarter or as soon as identification is made that a student is in need of intervention. All written and oral communication between the school personnel and parents of current or former English Language Learners shall be in the parent's primary language or the mode of communication commonly used by the parents unless clearly not feasible. Parents may also be notified through personal contact or during the Individual Education Plan team or a face-to-face meeting. The letter is to include general information about the needs, the plans in place for all students included in the Progress Monitoring Plan (PMP) within the Multi-tiered System of Support framework (MTSS), and an invitation for the parent to meet with instructional staff to consult about their child's plan. Parents should be given an explanation of the information on which the decision was based.

- Monitoring for Results:

The monitoring and re-evaluation activities must be clearly identified. At a minimum of a bi-monthly basis, student progress and Multi-tiered System of Supports shall be monitored in order to guide instructional decisions.

High School

Program of Studies Grades 9-12

High school basic education course offerings are selected from the Florida Department of Education's Course Code Directory. All students will receive instruction in Reading, English/Language Arts, Mathematics, Science, Social Studies, The Arts, Health and Physical Education (HOPE). Additional support in reading and math will be provided to all students who need intensive instruction.

Students are required to be enrolled on a full-time basis (6-8 classes), unless approved for another activity (athletics, dual enrollment, regular employment).

Grades and Credits

A. Grading Scale

Student achievement in all courses will be evaluated using numeric and letter grades. As designated in Florida Statute, letter grading scale and definitions adopted for all courses in grades 9 through 12 are as follows:

Numeric Range	Letter Grade	Definition
90-100	A	Outstanding Progress
80-89	B	Above Average Progress
70-79	C	Average Progress
60-69	D	Lowest Acceptable Progress
0-59	F	Failure
Note: W = Withdrawn, I = Incomplete*		

* An incomplete grade (I) will be changed to a letter grade upon completion of all course requirements within ten school days, unless approved by the principal. If the course requirements are not completed, the incomplete grade will become an "F."

Teachers shall not exempt students from academic performance requirements such as final exams.

Students must be notified in writing at the beginning of each course as to how their grades will be determined. This could be included in the course syllabus or information shared with students and parents.

Pass/Fail grades will not be issued for high school courses offered at Manatee School For the Arts. Students who transfer in with a Pass (P) grade will earn the credit for the indicated course(s) but will not have a grade calculated into the grade point average.

Progress reports are issued mid-way through each quarter (approximately 5 weeks into the quarter) to notify students and their parents or guardians of mid-term academic progress. Additionally, parents may monitor student progress regularly through the Online Parent Portal. To communicate with teachers, parents may contact each teacher by phone at school or through email. Many teachers also maintain a web page or Google Classroom where they post such information as homework and other assignments, major projects, unit assessments and the course syllabus.

B. Semester Grades

1. An end of course assessment is required in all courses for high school credit, unless administration approves otherwise.

2. End of course assessment may not be given early, unless approved by administration.
3. Course grades will be averaged as follows:

For courses where end of course exams are not required to comprise 30%, the exam will be divided into two parts which will be given at the end of each semester. The student's semester grade is calculated by averaging according to the following scale:

Quarter 1 = 40%	Quarter 3 = 40%
Quarter 2 = 40%	Quarter 4 = 40%
Midterm assessment = 20%	End of course assessment = 20%

The Algebra I, Geometry, U.S. History, and Biology EOCs will constitute 30% of the final course grade. The grade will be calculated as follows:

Semester 1 = 35%
Semester 2 = 35%
EOC = 30%

Florida Course Credit Statute

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course but fails the other semester based on the defined recalculation process. If recalculation of the year-long grade, even if a semester grade of "F" was not earned, would result in a higher final grade for the student, this statute may be applied.

The numeric semester grades will be averaged to calculate a year long grade. If this average is to the student's benefit, it will be entered on the student's academic history as the final grade for the course. The school will develop a process to ensure that the grade recalculation is completed and entered into the student system.

This rule applies when both semesters are taken within one school year, and the student fails one of the two semesters. Students continue to earn a half credit for passing a semester of a course. This does not affect other credit recovery options.

C. Makeup Work

Following an absence, the student has the responsibility to contact his/her teachers on the next attendance day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's absence is due within a period of time equal to the number of days that the student was absent.

D. Grade Point Average

1. A student's cumulative Grade Point Average (GPA) will be calculated based upon all of the courses a student has completed, including courses taken for high school credit in middle school, except those where the forgiveness policy applies. Transfer credit(s) with a grade of Pass (P) will not be calculated into

the grade point average. In order to graduate, students must earn a cumulative unweighted GPA of 2.0 on a 4.0 scale in the courses required for graduation.

2. Parents of students who have a cumulative GPA of less than .5 above the cumulative GPA required for graduation at the end of each semester in Grades 9, 10, 11 and 12 shall be notified that the student is at-risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the school has in place to assist the student in meeting the GPA requirement.

3. Special assistance to obtain a high school equivalency diploma may be given only when all requirements for graduation are completed except for the required cumulative grade point average.

E. Class Rank

1. For the purposes of class ranking, MSA will use a weighted grading system for appropriate courses as indicated in the Florida Department of Education Comprehensive Course Table for high school credit courses. Class rank for graduation will be determined in January.

2. An additional one (1) weighted grade point will be added to each course grade of a D or above in courses designated as weighted in the Florida Department of Education Comprehensive Course Table.

3. Class rank will be determined based on courses for which credit and grades are awarded toward a standard diploma. Hospital Homebound students and home education students will not be included in the class ranking. A student's rank in class will be determined by using the cumulative weighted grade point average.

Unweighted Grade Points	Weighted Grade Points
A = 4 B = 3 C = 2 D = 1	A = 5 B = 4 C = 3 D = 2

Beginning with courses taken during the 2016-2017 school year and thereafter, the grade weighting scale is as follows:

Unweighted Grade Points	Weighted Honors Grade Pts.	Weighted Adv. Studies Course
A = 4 B = 3 C = 2 D = 1	A = 4.5 B = 3.5 C = 2.5 D = 1.5	A = 5 B = 4 C = 3 D = 2

(Section 1003.437, F.S., specifies that "For the purposes of class ranking, district school boards may exercise a weighted grading system pursuant to s. 1007.271." For districts that use a weighted grading

system, s. 1007.271(18), F.S., states that "school districts and Florida College System institutions must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited." This provision relating to GPA weighting includes all dual enrollment courses, including career education courses.)

Career and Technical Education courses that lead to an industry certification are weighted the same as a grade earned in an Honors course for the purpose of calculating grade point average (GPA).

F. Honors Recognition

In recognition of excellence in academic achievement, all students of the graduating class, based on the weighted rank with a 4.0 GPA and higher will graduate with Honors. Any student with a 4.5 weighted GPA or higher will be recognized with HIgh Honors. All Honors students will be recognized at commencement.

G. Grade Forgiveness

1. Achievement of a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale is required for graduation. To assist students in meeting this requirement, schools are allowed to offer grade forgiveness policies, summer school or before or after school attendance, in-school credit recovery courses, special counseling, volunteers or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes.

2. To assist students in achieving a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale, the forgiveness policy provides that students may replace a D or F with a grade of C or higher, earned subsequently in the same or comparable course. Only one grade and one credit may be earned for the same course. When a course is repeated, all grades will appear on the student's transcript. The forgiveness policy applies only when a course is repeated after the course for which the D or F was earned. Students may repeat a course already passed only once.

3. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course not replaced according to the forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

4. Elective courses may be replaced with the same elective course or any other elective course, as long as graduation requirements are still met with the substituted elective course. An elective course used for forgiveness must be within the same discipline. A student may choose to retake a high school course where no credit was awarded.

Courses for Graduation for Standard Diploma	**Course completed**	**Course(s) that will Forgive the grade**
Required specific courses for graduation (Biology, HOPE, Algebra I,	Regular course	Same course or Honors if available
	Honors course	Same course or regular course

Geometry, U.S. History, U.S. Govt., Economics, World History, Financial Literacy (2027 cohort))		
Required nonspecific courses for graduation (English, Mathematics , Science)	Regular course Honors course	Same course or Level 2 or Level 3 course in the same discipline Same course or regular course, or Level 3 course in the same discipline Agriscience Foundations (8106680), if used as a science credit, can forgive a non-lab science.
Electives	Any elective	Same course or any elective within the same discipline

5. *Credit Recovery* courses are elective credit-bearing courses with specific content requirements defined by Florida State Standards. Students enrolled in a *Credit Recovery* course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the *Credit Recovery* courses are exactly the same as the previously attempted corresponding course. It is important to note that *Credit Recovery* courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, *Credit Recovery* courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake. MSA recommends retaking the class for grade forgiveness instead of doing a credit recovery course.

H. Credits

(a) The granting of course credit is based on an evaluation of the individual student's achievement of established district and state performance standards and other requirements as designated by the teacher. Performance standards will include specific course content as specified in statutes.

(b) For the purpose of high school graduation requirements, one full credit is determined as follows:

1. A minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards; or

2. For schools that implement block scheduling, a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.

(c) One-half (.5) credit means a minimum of 67.5 hours of bona fide instruction or a minimum of 60 hours of bona fide instruction in a high school that implements block scheduling. One half (.5) credit shall be awarded at the end of each semester/term upon the satisfactory completion of course requirements.

(d) Student performance standards must be met for each Academic Program in grades 9 through 12 for

which credit toward high school graduation is awarded

(e) Credit will be awarded if a student not enrolled in or who has not completed a course takes and passes a statewide standardized assessment through the Credit Acceleration Program.

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

1. More than a total of nine elective credits in remedial programs.

2. More than one credit in exploratory vocational courses.

3. More than three credits in practical family arts and consumer sciences classes.

(g) Remedial and Intensive Courses:

Remedial and Intensive courses are designed for high school students who are not performing at a high school level.

Intensive Instruction Waiver:

Parents may submit a written request for a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibits students from participation in alternative graduation options for high school. The following criteria must be met to qualify for this waiver:

1. Parents must complete MSA's Intensive Instruction Waiver.
2. Students must be in grades 6-11 (not available to seniors who have not met graduation requirements).
3. Waiver can not be requested more than 2 years in a row.

Promotion

A. Standard Diploma

Students will be promoted based on their years in high school. Credits will be monitored and an academic plan created to assure students achieve graduation within 4 years of starting 9th grade.

Students entering high school for the first time may be placed into the 9th grade. Students who do not meet graduation requirements after the 8th semester of high school and choose to continue their education, will be placed in an alternative site at the start of their 9th semester.

Students who plan to graduate in three years will be promoted to 12th grade after the first semester of

their third year in high school.

Acceleration and Enrichment

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include, but not be limited to Dual Enrollment and early admission, and Advanced Placement. Credits earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

1. The school shall advise each student of programs through which a high school student can earn college credit, including Advanced Placement, AICE Cambridge, and dual enrollment courses, as well as offering through virtual instruction.

A. Advanced Placement (AP)

Advanced Placement (AP) is the enrollment of an eligible secondary school student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam in accordance with the policies of the receiving college or university.

Students earning a “D” or “F” in an Advanced Placement, at the end of the first semester will be withdrawn and scheduled into another course in the same subject area.

Students are exempt from payment of any testing fees, excluding restocking fees, regardless of the grade earned on the assessment.

B. Early High School Graduation

Early high school graduation is an option if a student has completed a minimum of 24 credits and meets all graduation requirements in less than 8 semesters. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student’s cohort as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student’s cohort.

C. ACCEL Diploma

(a) Selection of the ACCEL Diploma Option:

1. Prior to a student selecting the ACCEL accelerated diploma option, designated school personnel should meet with the student and his/her parent or legal guardian to explain the requirements, advantages and disadvantages of this option.

2. Students choosing the three-year diploma option must attend high school as a full time student for

three full school years.

3. No requirements for the ACCEL accelerated three-year high school graduation options shall be established in excess of the requirements listed in statute. A student who meets all of the requirements for a three-year diploma shall be awarded a standard diploma in a form prescribed by the State Board of Education.

4. A student who does not meet all of the requirements for the ACCEL accelerated diploma option within three school years, including any summer school or learning options approved by the Principal, will automatically revert to the 24 credit diploma option and must complete all of the additional graduation requirements to earn a diploma.

5. If, by the end of each grade, a student is not on track to meet the requirements of the ACCEL accelerated graduation option, the school must notify the student and parent or legal guardian of the requirements that the student is not meeting and the specific performance that will be necessary in grade 11 for the student to meet the accelerated graduation requirements. Also, the student and his or her parent(s) must be notified of the right to change to a four year program. Students may choose to change to the standard four-year program at any time. In addition, students will be automatically moved to the four-year program if the student:

a. Exercises the right to change to the four year program;

b. Does not achieve a score of 3 or higher on the grade 10 English Language Arts assessments; or Course Requirements for the ACCEL Accelerated Diploma:

A standard diploma will be awarded to a student who:

- Completes Florida's high school standard diploma course requirements (based on the grade 9 cohort year) without the required physical education course and only three credits in electives (total of 18 credits)
- An on-line course is not required.
- Maintains a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

D. Early College / Dual Enrollment

Early College / Dual Enrollment Programs are available at Manatee School For the Arts for 11th & 12th grade students.

1. The Dual Enrollment Program is defined as the enrollment of an eligible secondary student in a post-secondary course creditable toward high school completion and an associate or baccalaureate degree. Some programs require a passing PERT test score and others require GPA requirements.

2. The school shall inform all secondary school students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual

enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. The school will annually assess the demand for dual enrollment and other advanced courses, and will consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Information regarding student education options which discriminate against dual enrollment courses is prohibited.

3. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollment. This is considered college enrichment.

4. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term.

5. Instructional time for such enrollment may vary from 900 hours; however, the school may only report the student for a maximum of 1.0 Full-time Equivalency (FTE). Any student so enrolled is exempt from the payment of registration, tuition, and some laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

6. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by the school as 75 membership hours for purposes of FTE calculation. Any student so enrolled is exempt from payment of registration, tuition, and the purchase of the primary text.

7. College dual enrollment courses are weighted the same as honors, and Advanced Placement courses. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

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

a. Demonstrate readiness for college-level course work if the student is to be enrolled in college courses;

b. Demonstrate readiness for career-level course work if the student is to be enrolled in career courses;

c. Indicate that in addition to the required placement examination, student qualifications for enrollment in college credit dual enrollment courses must include at least 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment courses must include at least a 2.0 unweighted grade point average.

9. When available to our students, career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall be used to enroll students in isolated career courses.

10. A Inter-institutional Articulation Agreement is jointly developed between the School District of Manatee County and State College of Florida, the University of South Florida - Sarasota-Manatee, MTC, and Doral College to provide advanced instruction for those students who demonstrate a readiness to engage in postsecondary academic work. In this program, students may earn credit toward both a high school diploma and an Associate or Baccalaureate Degree. The agreement includes the following:

a. A delineation of courses and programs available for students;

b. A plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program;

c. The process by which students are eligible to participate in dual enrollment and their parents are informed about opportunities to participate in acceleration programs;

d. An assurance that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection;

e. An assurance that each student has a plan that includes a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree, and if the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program;

f. The process by which students and their parents exercise their option to participate in an acceleration program;

g. High school credits earned for completion of each dual enrollment course;

h. Postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements;

i. Eligibility criteria for student participation;

j. Institutional responsibility for screening prior to enrollment and monitoring student performance subsequent to enrollment;

k. Identification of the instructional quality criteria for dual enrollment courses and programs that are to be judged;

l. A delineation of institutional responsibilities for instructional quality;

m. A delineation of responsibilities for cost of dual enrollment course and instructional materials;

n. Transportation (students are responsible);

o. The process for converting college credit hours through dual enrollment and early admissions to high school credit; and

p. An identification of the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment grades to the high school transcript as assigned by the postsecondary institution awarding credit.

11. Only those academic elective courses approved in the Dual Enrollment Agreement can be taken for Dual Enrollment Credit. An academic elective that counts as credit toward graduation can be taken as Dual Enrollment with the approval of the Principal or designee.

12. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement and that equal one full credit of the equivalent high school course.

13. Students may drop dual enrollment courses during the drop/add period without financial obligation. Students who drop dual enrollment courses after the drop/add period will assume the cost of the full tuition for the course.

E. AICE Cambridge Diploma

The Cambridge AICE Diploma is an advanced learning program that is available to high school students where they can earn 100% Bright Futures Scholarship if they pass 7 AICE classes. Students must apply, earn at level or above test scores, and maintain a 2.75 GPA.

F. Credit by Examination

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

G. College and University Programs

1. Students who wish to participate in an educational program offered by accredited schools, colleges or universities, must have prior written agreement with the school Principal, detailing any credit or grade acceptance toward high school graduation or inclusion on the high school transcript. Final inclusion on the high school transcript will be completed only upon the school's receipt of all necessary documentation from the appropriate institution.

2. All evidence of work/credits earned at another school will be based on an official transcript authenticated by the proper school authority. Credits from state or regionally accredited schools shall be accepted at face value, subject to validation where deemed necessary. Credits earned through alternative delivery systems that are accredited by a regional accrediting association, non-accredited schools, home schools, or non-accredited correspondence schools, shall be validated by the

administration of examinations or by establishing credits earned through successful performance in subsequent courses.

3. With the approval of the Principal or designee, students may earn credit through Dual Enrollment, Advanced Placement, Florida Virtual School, and by using substitutions indicated in the course code directory.

(c) Subject-Matter Acceleration:

High School – A high school student is eligible for subject-matter acceleration when the student has met the prerequisite course requirements for that content area.

(d) The school may offer rigorous industry certifications that are articulated to college credit and approved pursuant to S. 1003.492 F.S., which authorizes the approval of industry certifications by Workforce Florida, Inc. and the Department of Education, and are on the Industry Certification Funding List or the Postsecondary Industry Certification Funding List as established under S. 1008.44, F.S.

(e) The school may offer work-related internships or apprenticeships.

H. Credit Acceleration Program (CAP)

1. The Credit Acceleration (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. The school shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment.

2. If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a “C” or above.

Graduation Requirements

A. General Information

(a) A student at Manatee School For the Arts may earn a Standard Diploma or a Scholars Diploma. All requirements must be met before a diploma or certificate is awarded. The diploma will be awarded to reflect the year that the final requirements are met. To earn a diploma, a student must meet the graduation requirements for the school year in which that student entered ninth grade for the first time. In accordance with the Individuals with Disabilities Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday, or at the option of the school district, the school year in which the student turns age 22) or until they graduate with a

Standard Diploma, whichever comes first.

(b) Before a student graduates from high school, the school shall assess the student's preparation to enter the workforce and provide the student and student's parent or legal guardian with the results of the assessment. The Department of Education has determined that, because required state assessments assesses certain Education Goal 3 standards, which were developed from a United States Secretary of Labor's report on necessary skills, the required state assessments can serve as this assessment.

(c) Students who have met all requirements for the standard high school diploma except for passage of the required state assessment or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:

1. Participation in an accelerated high school equivalency diploma preparation program during the summer.

2. Upon completion of a PERT -Eligible Certificate of Completion, be allowed to take the Postsecondary Education Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate.

3. Participation in an adult general education program for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.

(d) Seniors Completing Requirements on Florida Virtual School:

A student must be registered at Manatee School For the Arts in order to earn a diploma from the school. A 12th grade student who plans to finish his/her senior year on Florida Virtual School must withdraw from the school and enroll as a Home Education Student. The student and his/her parent(s) must meet with the school counselor to review course history and ensure that the student will be able to complete the graduation requirements using this option.

B. Summer Graduation

1. A student who completes the 12th grade having met all of the graduation requirements except for one credit should contact their zoned school to obtain information regarding summer school. If the student satisfactorily completes the credit, the student may participate in the district summer graduation ceremony.

C. Graduation Requirements: Standard Diploma

(a) Standard Diploma Options :

1. To graduate from a Florida public school, all students seeking a standard diploma must select one of the graduation diploma options:

a. Four Year Standard Diploma	24 credits
b Scholar Designation Diploma	24 credits
c. Merit Designation Diploma	24 credits
d. ACCEL Accelerated Graduation Option	18 credits

2. Students must select one of the graduation options. The choice is exclusively up to the student and his/her parent.

3. Each year, the schools shall notify students in grades 6 – 12 and their parents of the high school graduation options and requirements, including the respective curriculum requirements for those options, so that the student and parents may select the program which best fits their needs. This notification shall be made prior to the annual spring registration of students for the following year so that the student's academic plan can be selected or modified to meet the needs of the student. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions.

4. If the student and parent or legal guardian fails to select a diploma option, the student shall be considered to have selected the Four Year Standard Diploma option, which requires 24 credits.

(b) Changing between Standard and Accelerated Diploma Options:

Once a diploma option is selected, the option remains in effect throughout the student's high school experience, unless the parent or legal guardian and student submit in writing a request to change diploma options as part of the registration process for the upcoming school year. Any such change must be submitted in writing.

(c) Diploma Endorsement:

The school may attach a Florida Gold Seal Career and Technical Endorsement, Fine Arts Seal, and/or Seal of Biliteracy to a Standard Diploma or award differentiated diplomas to those exceeding the prescribed minimums. Scholar's designation will be added to a student's diploma who meets the requirements of that program. Additionally, students who qualify for the Seal of Biliteracy will be awarded that honor.

(d) Grade Point Average:
In order to graduate from high school, students must achieve a cumulative unweighted Grade Point Average (GPA) of 2.0 on a 4.0 scale in the courses required for graduation.

(e) State Assessment:

In order to graduate from high school with a standard diploma, students must meet all state assessment requirements. Students may use concordant scores or the required state assessments waiver (ENNOBLES Act) to satisfy this requirement.

See Appendix A for credit requirements for a 4-year Standard Diploma.

D. Course Information

(a) Mathematics:

Successful completion of Algebra IA and Algebra IB will satisfy the Algebra I requirement for graduation. Level III Mathematics courses in the Florida Course Code Directory may substitute for the Algebra I requirement. Transfers from outside Manatee County may fulfill the Algebra I requirement with the state equivalents. Credit may not be earned for more than one of the options. Completion of Algebra II or a Level III Mathematics course will fulfill the Algebra requirement for graduation, but does not earn the Algebra I credit. Students must still earn the necessary Mathematics credits required for graduation.
A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.
A student may substitute a credit in computer science, if identified as equivalent in rigor by the commissioner, for one math requirement except for Algebra I and Geometry. A computer science credit may only be used to substitute for one course (either mathematics or science).

(b) Science

i. Agriscience Foundations I may count as a science credit.

ii. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one Biology credit. Substitution may occur for up to two science credits, except for Biology I.

A student may substitute a credit in computer science, if identified as equivalent in rigor by the commissioner, for one math requirement except for Algebra I and Geometry. A computer science credit may only be used to substitute for one course (either mathematics or science).

(c) **Community Service:**

A student choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category of instruction.

A student may earn .5 elective credit in Voluntary Public Service (course number 0500370) for 75 hours of non-paid voluntary community or school service work as designated in Florida Statute. A student may also earn .5 credit in Voluntary School/Community Service (course number 2104330) for completion of an additional 75 community service hours. The student will earn .5 credit and receive an “A”. The State Board of Education approves the types of volunteer activities and nonacademic activities that may earn community service credit. Credit may not be earned for service provided as a result of court action. Principals are responsible for approving specific volunteer activities.

(d) **Health Opportunities through Physical Education (HOPE)**:

HOPE is a year-long health and physical education course required of all high school students. A school may not require students to take the one credit in HOPE during the ninth grade.

A student may meet the graduation requirement in one of the following ways:

- Student takes ½ credit in Physical education and ½ credit in Personal Fitness,
- Student takes the one credit HOPE Core course, or
- Student takes the one credit HOPE Physical Education Variation course.

Students can meet the HOPE requirement by passing .5 credit of Personal Fitness and .5 credit in a Physical Education course.
Certain activities as follows may satisfy a portion of or all of the HOPE/Physical Education requirement.

1. Interscholastic Sports

Participation in two seasons of an interscholastic sport at the junior varsity and varsity levels AND a passing grade of "C" or higher on the Personal Fitness Competency Test satisfies the full 1 credit HOPE requirement. The competency test on Personal Fitness developed by the Department of Education must be used.

2. Junior Reserve Officers Training Corps (JROTC)

Completion of two years in a Junior Reserve Officers Training Corps (JROTC) course satisfies the full one credit of HOPE/physical education requirement and the full one credit of Performing Arts requirement. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under and IEP or Section 504 plan.

3. Completion of 1 semester, with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy .5 credit in physical education or .5 credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

4. The HOPE curriculum includes education on teen dating violence and abuse as required by statute.

5. A school may not require that 1 credit in physical education be taken during the 9th grade year.

(e) On-line Course:

No online class is required, per the new state law.

(f) Civics

Beginning with the 2021-2022 school year, students taking U.S. Government are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25 (4). Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4).

E. Assessment Requirements

1. To meet graduation requirements, a student must earn passing scores on the required state assessment or scores on a standardized test that are concordant with passing scores on the required state assessment.

2. Students scheduled to graduate who have attained the ACT, SAT or CLT scores concordant with the required state assessments passing scores shall satisfy the assessment requirement for a standard high school diploma.

3. Once a student who has failed the *required state assessments for graduation* has met the assessment graduation requirement for a standard high school diploma with a concordant score, the student is not required to continue retaking the Grade 10 FSA ELA for the purpose of high school graduation. Students scoring at Level 1 and 2 on FSA ELA or Algebra I EOC must continue to receive intervention and remediation within the MTSS framework irrespective of graduation requirements.

Exceptional Student Education

A. Graduation Requirements

(a) Standard Diploma:

1. Exceptional education students (students with disabilities) are expected, to the maximum extent possible, to have access to the regular curriculum and to graduate with a Standard Diploma. The school must provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

2. All Exceptional Student Education (ESE) students must meet the state course and credit requirements in order to earn a Standard Diploma. Accommodations may be provided for exceptional education students as specified in the Transition Individual Education Plan (TIEP). Requirements for academic or basic high school courses may not be modified (curriculum frameworks or student standards cannot be changed) for students with disabilities if the courses are to be used to meet the graduation requirements for a Four Year Standard Diploma or 18-credit ACCEL diploma.

(b) Diploma Deferment:

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:

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

Is enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

B. ESE Assessment Requirements

1. Standard Diploma with FAST ELA and Algebra I EOC Waiver

a. A student with a disability, as defined in S.1007.02(2), F.S., for whom the Individual Education Plan (IEP) committee determines that the state tests cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the state assessment requirement waived for the purpose of receiving a standard high school diploma, if the student:

- Completes the minimum number of credits and other requirements for graduation; and

- Does not earn passing scores on the FAST ELA/Algebra I EOC or on a standardized test that are concordant with passing scores on the assessment after attempting each required assessment at least twice.

b. In order for the FAST/EOC graduation requirement to be waived, Manatee School For the Arts IEP Team must meet to determine whether the assessments can accurately measure the student's abilities, taking into consideration allowable accommodations.

c. Consistent with the provisions of section 1003.43(11)(a), F.S., any senior who has not achieved a passing score on these assessments must receive intensive remediation.

2. End-of-Course Assessment Waiver

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must complete the EOC at least two times in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student, and then make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide, standardized assessment requirements by individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

College Readiness

(a) High School Students who meet the following qualifications will be offered the Post-Secondary Readiness Test (PERT).

1. Student's FAST scores are at level 2 or 3 in ELA or levels 2, 3 or 4 on the Algebra I EOC; and

2. Student has not taken the SAT or ACT; and

3. Student has indicated an interest in postsecondary education.

(b) Students achieving the minimum scores on qualified exams, and enrolling in a community college within two years, will not be required to enroll in remediation courses. High schools, to the extent practicable, must provide students in grade 12 who score below the minimum scores access to remedial instruction prior to graduation, which shall be a collaborative effort between secondary and postsecondary institutions.

(c) Changes to college-ready cut scores
As a result of standard setting, revisions were made to the Postsecondary Education Readiness Test college-ready cut scores for each content area. Procedures for students administered assessments prior to the effective date of the rule should be held to the cut scores in effect at the time of the administration or test date. Cut scores will vary by test. College & Career will advise students on these cut scores on a yearly basis as determined by the college/university.

Drop-Out Exit Interviews

Students enrolled in the state of Florida are required to remain enrolled in school until the age of 16. The student's guidance counselor or other school personnel is required to conduct an Exit Interview with a student planning to drop-out of high school in order to determine the reasons for the student's decision and what actions could be taken to keep the student in school. The student must be informed of opportunities to continue his/her education in a different environment, including, but not limited to, adult-education and GED test preparation. The student must complete a survey in the format prescribed by the Department of Education to provide data on reasons for terminating enrollment and actions taken by schools to keep students enrolled.

Appendix A
Graduation Requirements

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade[+]:

- Algebra 1
- Biology 1
- Geometry
- U.S. History

[+]Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
- An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** credit may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the Florida Course Code Directory.

**A computer science credit may not be used to substitute for both a mathematics and science credit.