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STUDENT PROGRESSION PLAN

OVERVIEW

This Student Progression Plan is applicable to the A.D. Henderson University School & FAU High School and any affiliated schools under the oversight of the School Advisory Body (SAB) of the Florida Atlantic University Schools (FAUS) and the direction of the Dean of the College of Education of Florida Atlantic University. It may be updated by special action of the Advisory Body and Dean of the College of Education as provided in Florida Statutes. This plan is to be reviewed annually and amended, as approved by the SAB to reflect actions taken by the Florida Legislature, the Florida Department of Education, and the Florida Board of Education.

Purpose of the Student Progression Plan

The Student Progression Plan ensures that A.D. Henderson University School & FAU High School is meeting the needs of students to reach their full potential and adhering to legislation. The Student Progression Plan has been established to serve as the official guiding document that defines the requirements and means for students to enter and matriculate from grade to grade. The authority and requirements for such a plan are provided in Section 1008.25, Florida Statutes. This plan is implemented for the welfare of students and aims to clearly communicate what a student must know and be able to do for promotion and what the school will provide to assist the student in meeting the requirements for promotion.

The Student Progression Plan further establishes direction and procedures on communication structures and processes with parent(s), guardian(s), and others to achieve understanding, cooperation, acceptance and adherence to the contents and intent of the plan. When such communications to parent(s) or guardian(s) are required, formal notification will be written and distributed to the parent(s) or guardian(s)

When practical, a face-to-face or virtual conference will be held with the parent(s) or guardian(s) by the principal or designee, and others as necessary. The conference may coincide with the distribution of formal notification as provided above.

Overview of A.D. Henderson University School & FAU High School

Alexander D. Henderson University School (K-8), Florida Atlantic University High School, and affiliated schools are known together as Florida Atlantic University Schools (FAUS). These schools are developmental research public laboratory schools under the auspices of the State University System. FAUS comprises Florida School District 72. The Assistant Dean of the FAU's College of Education, Office of PK-12, serves as the superintendent. The mission of developmental research schools will be the provision of a vehicle for the following as stated in Section 228.053, Florida Statute:

- 1) conducting research;
- 2) providing demonstration sites for teacher education; and
- 3) developing curricula for both teaching and learning.

Florida Atlantic University (FAU) developmental research schools emphasize research that is beneficial to the citizens of the state of Florida. The primary goal of FAUS is to enhance instruction and research in specialized subjects by using the resources available on the campus of Florida Atlantic University. In

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addition, FAUS provides education in non-specialized subjects and sequential elementary and secondary instruction.

ADMISSIONS & INITIAL PLACEMENT

Application and Registration Process

Florida Atlantic University Laboratory Schools (FAUS) is a public lab school district. University developmental lab schools, as defined in Section 1002.32, Florida Statutes, are required to maintain a demographically representative student population.

- **A.D. Henderson University School (Kindergarten - Grade 8)** - A.D. Henderson is a public K-8 school. Students entering grades K-8 complete an online application and are entered into a lottery selection process. Selected candidates will be invited for a screening. Initial screening and enrollment are contingent upon a parent's provision of the required application, documentation, and subsequent school review of the documentation, student screening, and academic and behavioral evaluation as prescribed in the [A. D. Henderson University School Admissions Policy](#).
- **FAU High School (grades 9-12)** - FAU High School operates as both an educational research program and an academically rigorous, early college dual enrollment public high school. Students are selected for admission based on multiple criteria that ensure they meet the academic requirements for dual enrollment courses and satisfy the eligibility standards outlined in our comprehensive [FAU High School Admissions Policy](#).

This multi-faceted approach to student selection helps ensure that admitted students are prepared for the rigorous academic environment and can successfully participate in college-level coursework while completing their high school education.

Documentation Requirements

Before admitting a student into a Florida school for the first time, the school must have received the following documents as required by s. 1003.21, Florida Statutes:

- evidence of date of birth for acceptable alternatives to birth certificates please see 1003.21 Florida Statutes;
- evidence of residence—official documentation that the parent(s) or guardian(s) is a legal resident of Florida;
- evidence of immunization against communicable disease;
- evidence of a medical examination completed within the last twelve (12) months.

The principal or designee is responsible for the initial placement of all students new to the school.

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Special Circumstances (Homeless, Transfer, Home Education)

Homeless Students

The District will immediately enroll homeless students, who have been selected from the lottery and new to the district, even if they do not have the documents required for enrollment. This includes, but not limited to, records such as academic school records, including Individual Education Plans, immunizations, medical records, and proof of residency. A. D. Henderson University School & FAU High School administration will immediately contact the school last attended by the homeless student to obtain relevant academic and medical records. If the student needs immunization records, A. D. Henderson University School & FAU High School will refer the student to the school nurse for assistance. The student has 30 days to produce these documents after being enrolled in A. D. Henderson University School & FAU High School.

In-State Transfer Documentation and Placement

Any student selected from the lottery in K-8 or selected from a pool of applicants for grades 9-11 transferring to A. D. Henderson University School & FAU High School from another in-state school MUST have substantial proof of withdrawal from the sending school, or A. D. Henderson University School & FAU High School personnel must have oral or electronic confirmation of withdrawal information from the originating school pending written notification.

- Transfer students will be placed in a specific class or grade temporarily pending receipt of all required elements needed to make a placement decision.
- Temporary placement is according to the legal requirements outlined in s. 1003.21, F.S.

If, after a reasonable amount of time and effort, substantiating data from the previous school attended are not received, the principal or designee will evaluate the student to determine appropriate placement.

Out-of-State Transfer Document and Placement

Any student who transfers from an out-of-state public school or non-public school and who does not meet age requirements for admission to kindergarten or first grade in Florida public schools will be admitted based on their previous state's age requirements and upon presentation of the following (Florida Administrative Rule 6A.1.0985):

- Official documentation that the parent(s) or guardian(s) is a legal resident of Florida and, if transferring from an out-of-state school, was a legal resident of the state in which the child was previously enrolled in school as defined by the Florida School Board of Education.
- An official letter or transcript from a proper school authority which shows record of attendance, academic and assessment information, and grade placement of the student, as is appropriate.
- Evidence of date of birth (s. 1003.21, Florida Statutes).
- Evidence of a medical examination completed within the last twelve (12) months (s. 1003.22, Florida Statutes).

Other such information may be required as is specified in FAUS policy, state administrative rule or state statute.

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Home Education ("Home Schooling")

When a student transfers from a home education program, it is the responsibility of the principal or designee to assess the student's achievement level. The following will be considered for placement of home education ("home schooling") students: a review of the required home education annual evaluation including a student portfolio, and state or national test information, and other approved measures, as necessary.

Grade Placement Guidelines

- Kindergarten - A student must be five (5) years of age or older on or before September 1 to be eligible for kindergarten (1003.21, Florida Statutes) and meet first time entry to the state of Florida requirements as stated above (evidence of birth, residency and immunization/medical documentation).
- Grade One (1) - Any child who will be six (6) years old on or before September 1 of the school year and who has successfully completed kindergarten will be admitted to the first grade (s. 1003.21, Florida Statutes). Students transferring from a nonpublic Kindergarten program will need written verification of successful completion of Kindergarten from the nonpublic school attended. Students not meeting the above criteria/requirements for grade one (1) will be enrolled in kindergarten.
- Grades 2-8 - Students who meet the criteria for admissions or transfers will progress according to the FAUS Student Progression Plan. State law places the responsibility for placement of students with the school administration.
- High School Grades 9-12 - These students must have a 3.5 unweighted GPA and appropriate recommendation as provided in the high school admission policy.

Grade placement of students in K-8 will be made on the basis of appropriate factors including report cards, national or state test information, and/or transcripts (subject to validation/interpretation, if deemed necessary). Additionally, when a student transfers into A. D. Henderson University School & FAU High School from an in-state or out-of-state public or nonpublic school, the student will be academically screened. Results of the screening will be shared with the parent.

If, after a reasonable length of time, it is the principal's professional judgment that the new student has been inappropriately assigned/placed in a grade, the student may be placed in another grade after formal notification of the parent(s) or guardian(s). The reason for the placement will be documented and maintained in the student's cumulative folder along with a copy of the formal notification.

The principal has the final authority in the placement of students in grade placement, programs and classes. Parents or guardians cannot determine a student's placement, unless otherwise provided by law, s. 1002.3105, Florida Statutes.

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CURRICULUM & INSTRUCTION FRAMEWORK

State Required Instruction

Section 1003.42, Florida Statutes outlines courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. The statute also articulates legislatively required instruction, employing approved methods of instruction.

Comprehensive Evidence-Based Reading Plan (K-12)

The A. D. Henderson University School & FAU High School K-12 Comprehensive Evidence-Based Reading Plan (CERP) depicts and details the role of administration, professional learning, assessment, and curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in Rule 6A-1.09401, Florida Administrative Code (F.A.C.).

The components and processes of the K-12 CERP are:

1. Provided to all K-3 students at risk of retention as identified by statewide assessments, locally determined assessments, or through teacher observation.
2. Delivered and implemented during regular school hours in addition to the regular reading instruction.
3. Based on a state identified reading curriculum that has been reviewed by the Florida Center for Reading Research and meets, at a minimum, the following specifications:
 - a. Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.
 - b. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - c. Provides scientifically based and reliable assessment.
 - d. Provides initial and ongoing analysis of each student's reading progress;
 - e. Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects. The comprehensive core reading programs used by FAUS meet these requirements.

Elementary School (K-5)

Required Instruction

Students will receive regularly scheduled instruction in language arts that includes reading, writing, speaking, listening, and language; mathematics; science; social studies; visual and performing arts, technology, health; and physical education. Instruction will be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education.

Instructional plans and a district-wide system of progress monitoring are used to support students with identified deficiencies. Student progression is based, in part, upon proficiency in reading,

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writing, science, mathematics, and social studies (s. 1008.25 F.S.), apart from grade 3 when students cannot progress to grade 4 if they score at Level 1 on the grade 3 ELA/FAST and do not qualify for one of the good cause exemptions. All students must participate in all statewide standardized assessment programs.

Instructional times indicated below are mandated by state legislation:

- Minimum 90-minute daily, uninterrupted Reading Block (K-5).
- Minimum 150 minutes of physical education each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted (s. 1003.455, F.S.). This requirement will be waived for a student who meets one of the following criteria:
 - a. The student is enrolled or required to enroll in a remedial course.
 - b. The student's parents indicate in writing to the school that the student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
- Minimum of 100 minutes for K-5 of supervised, safe, and unstructured free-play recess each week so that students experience at least 20 consecutive minutes of free-play recess daily (s. 1003.455(6), F.S.).

Grading Scale K- 5

Grades in K-5 are based on academic progress and performance in each subject area. Grades reflect the student's level of understanding and skills in a particular subject area at a specific point in time. The grading scale used for assessing assignments can be found in Appendix A.

Promotion Requirements

In order to be promoted to the next higher grade within grades K-5, students must meet the requirements for the grade in which they are enrolled.

Grades K-2

Promotion in grades K-2 is based primarily on progress in reading. Students in grades K, 1, and 2 must demonstrate progress toward grade level reading achievement as measured by FAST STAR Reading statewide assessment and other district assessments. Students' reading progress toward grade level reading achievement is determined by appropriate assessments. Additionally, consideration will also be given to social growth and work habits for promotion from kindergarten to first grade.

The standardized curriculum based measures will be administered to all K-2 grade students to monitor their progress. These assessments will determine which students are in need of additional instruction in reading. Identified students will be referred to the ~~school's~~ School Based Team for review of the student's progress.

At the end of the year, school personnel will review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted. School personnel will make the recommendation to the principal. The final decision on promotion resides with the principal.

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Grades 3-5

To be promoted from grade to grade in third through fifth grade, a student must demonstrate mastery of grade level expectations in language arts (reading, language, and writing), mathematics, and science. A student in grades 3, 4, or 5 who scores Level 1 or Level 2 on the ELA FAST and/or Level 1 or Level 2 on the mathematics FAST is considered below grade level. Students in danger of retention will be referred to the School Based Team for a comprehensive review of the student's academic achievement.

The School Based Team will review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted. The School Based Team will make the recommendation to the principal. The final decision on promotion resides with the principal.

Middle School (6-8)

Required Courses.

In accordance with Florida Statute § 1003.4156, promotion from a school composed of middle grades 6-8 requires that the student must successfully complete academic courses outlined below. All middle grade students will receive rigorous academic instruction through challenging curricula delivered by highly qualified teachers, supported by engaged and informed parents. All areas of study will incorporate technology and critical thinking skill components.

In addition to required course enrollment, students will complete a course resulting in a completed personalized academic and career plan for the student using Florida's online career planning and work-based learning system. This plan includes information about high school graduation requirements including career pathways and Bright Futures.

The following are the minimum areas of study required for grades 6-8.

Subject	Requirement
English/Language Arts/Reading	3 years
Mathematics	3 years
Science	3 years
Social Studies	3 years
Physical Education	1 semester per year

Middle School English Language Arts Requirements

A student must successfully complete three middle school courses in English Language Arts (ELA). Students must achieve a cumulative three-year total of at least 3.0 quality points (a minimum of a "D" average) for all three courses of middle school ELA.

Middle School Mathematics Requirements

Students must successfully complete three middle school or higher courses in mathematics. Students must achieve a cumulative three-year total of at least 3.0 quality points (a minimum of a "D" average) for all three courses of middle school math.

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In accordance with Florida Statutes § 1008.22 and §1003.4156, middle school students who have successfully completed a high school mathematics course will earn high school credit and that credit will count as one of the four mathematics credits that must be earned in grades 9-12. To earn high school credit for Algebra 1 and/or Geometry, a middle school student must pass the course and take the corresponding End of Course Assessment (EOC) and score Level 3 or higher. The student's performance on the EOC will constitute 30 percent of the student's final course grade. Middle school students who do not take the EOC will receive an "Incomplete" in the course. After the student makes-up the EOC, the final grade will be recalculated.

Middle School Social Studies Requirements

A student must successfully complete three middle school or higher courses in social studies and achieve a cumulative three-year total of at least 3.0 quality points (a minimum of a "D" average) for all three courses of middle school social studies. Middle School Social Studies courses include the following:

- M/J World History (not World Geography)
- M/J Civics and Career Planning
- M/J United States History

Beginning with students entering sixth grade, per Florida Statute § 1003.4156, one of the courses must be at least a one semester civics education course that a student successfully completes and that includes:

- Roles and responsibilities of federal, state, and local governments
- Structures and functions of the legislative, executive, and judicial branches of government
- Meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States

Students enrolled in Civics must take the Civics EOC Assessment. Students' performance on the statewide EOC in civics education constitutes 30 percent of the final course grade. Middle school students who do not take the Civics EOC Assessment will receive an "Incomplete" in the course. After the student makes-up the EOC, the final grade will be recalculated (refer to Florida Statute § 1008.22). A middle school student who transfers into the State's 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.

Middle School Science Requirements

Per Florida Statute § 1003.4156, a student must successfully complete three middle school courses in science. Students must achieve a cumulative three-year total of at least 3.0 quality points (a minimum of a "D" average) for all three courses of middle school science.

Middle School Grading System

The middle school grading scale is used to reflect student achievement of the Florida Atlantic University Schools prescribed course performance standards that also reflect the Florida Standards

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and the grade level expectations.

Quality points (or “Value”) refers to a final grade for a year-long middle school course as calculated by averaging the grades from each of the four marking periods. The final grade is calculated on a 4.0 system and converted to a letter grade. Refer to the grading scales in Appendix A.

Incomplete Grades

In the case of incomplete grades, a student with an excused absence will have the same number of days to complete the missed work as the number of days absent.

- Incomplete grades will be reported as an “I” on the report card.
- If a student DOES NOT make up the work assigned within a two-week period of time, he/she may receive a grade of “F” for the missed work or any unfinished portion thereof, unless specifically approved by the assistant principal.
- All Incompletes (I) will become an F at the end of the next grading period.

Progress Reports

All students will receive a progress report at the mid-point of the nine-week grading period. The progress report is available in Focus. A student who has a D or F in any core class at the time of interim reports will receive additional communication to inform them of available support for that specific class. The parent/guardian may also be asked to attend a parent meeting with faculty to discuss student progress. Parents can access grades on Focus at any time by visiting <https://faus.focusschoolsoftware.com/focus/>.

Promotion Requirements.

Students who successfully complete the required courses in each grade must be promoted to the next grade level.

Conditional Promotion to Grade 7 and/or Grade 8

1. If a student fails one core course, the student may be **conditionally** promoted. The student must pass the failed course in a credit recovery program prior to the next school year. The student will be placed on summer academic probation and given a last chance agreement. If the student does not pass the course, the student may be dismissed from the A.D. Henderson University School program.
2. If a student fails **two** core courses, the student may be **conditionally** promoted. The student must pass the failed courses during the summer credit recovery program prior to the next school year. The student will be placed on summer academic probation and given a last chance agreement. If the student does not pass the course, the student may be dismissed from the A.D. Henderson University School program.
3. If a student fails **three or more** core courses, the student will be retained at the same grade level and will be dismissed from A.D. Henderson program. This student will meet with school-based personnel and parent/guardian to explore academic placement within their boundary school.
4. A retained student should not repeat a course he/she has already passed. The student may enroll in the next sequential course.

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Promotion to Grade 9

In order to be promoted to Grade 9, students must meet the following requirements for middle school as outlined above. Promotion to grade 9 does not indicate invitation, acceptance, or continuation of individual students to FAU High School; however, students who have completed the 8th grade program at FAUS will have priority if they possess similar qualifications to other applicants.

High School (9-12)

Course Credit

Instructional Hours for Credit

High school course credit will be awarded on a semester basis. Each semester, a student receiving instruction in a designated high school course of study for a minimum of 70 hours for a one-half credit class and 135 hours for a one credit class and upon receiving passing grades (according to written grading standards) will be granted credit for such course(s). FAU High School will provide opportunities to students to make up missed instructional time for high school course work for excused absences within reasonable time frames determined by the subject area teacher not exceeding two weeks, unless specifically approved by the assistant principal.

In the event the student has not been in instruction for a minimum number of hours outlined above, the student may still be awarded credit if mastery of at least 70% of the state course frameworks, course performance standards and teacher's written grading standards were demonstrated.

One-half high school credit is given for passing a semester's work in a high school course. One semester of a University course constitutes a full college credit, which may be designated as one-half high school credit, or a full high school credit as described previously.

Incomplete Grades

In the case of incomplete grades, a student with an excused absence will have the same number of days to complete missed work as the number of days absent.

- Incomplete grades will be reported as an "I" on the report card.
- If a student does not make up the work assigned within a two-week period of time, he/she will receive a grade of "F" for the missed work or any unfinished portion thereof, unless specifically approved by the principal or designee.
- All Incomplete grades will become an "F" at the end of the next grading period.

Grading System

FAU High School has adopted a weighted grading system for calculating the high school grade point average (GPA). The system awards weights to specific courses taken at the high school or university level. Students transferring grades and courses from another high school will be assigned the FAU High School course weights for transcripts, state reporting, etc.

Honors core subject area courses and approved dual enrollment courses taken at an accredited college or university will be weighted and used to compute GPAs for determining high school academic standing and class rank. Weighting of approved high school courses are electronically calculated using the automated student management information system. Weighted grades may

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be assigned only to core academic courses (Math, Science, Social Science, English/Language Arts including Foreign Language, Fine Arts) identified as Level 3 courses in the State Course Code Directory or as approved dual enrollment courses as provided in (s.1007.27, F.S.).

The University's grading policy is outlined in the FAU policies and the FAU High School / FAU Articulation Agreement. In general, however, the University uses + (plus) or – (minus) for grades and calculates the grade point average (GPA) using those values. FAU High School does not use + (plus) or – (minus) when calculating high school GPA.

As required by FHSAA By-Laws 19.6.1 and 19.7.1, FAU High School requires its students to meet all requirements as stated in order to be eligible to participate in interscholastic and extracurricular activities. High school students must achieve a minimum GPA of 3.0 and a high disciplinary standard in order to be eligible for participation.

FAU High School High School Grade 9 grading system and interpretation of the letter grades for high school courses can be found in Appendix A.

Dual Enrollment

Florida Atlantic University extends a special relationship to FAU High School students. The Board of Trustees for Florida Atlantic University, hereafter referred to as the University, governs the University's policies regarding admittance to and continuance in the dual enrollment program. Dual enrollment provides an opportunity for students to earn high school graduation credit and college credit simultaneously.

All college courses taken by high school students must receive approval from the principal or designee. The State Dual Enrollment Course Equivalency list contains statewide approved dual enrollment courses that must be accepted for high school credit by all school districts. Students must meet with their school counselor for academic advising each semester for course approvals before registration.

The list provides a guarantee that certain dual enrollment courses will meet high school graduation requirements in specific subject areas; all other dual enrollment courses on the list are guaranteed high school elective credit. The State Dual Enrollment List is not all-inclusive and does not prohibit the offering of other dual enrollment courses if agreed upon by FAUS and FAU.

FAU High School students are exempt from the payment of registration and laboratory fees. Students must earn at least a "B," 3.25 GPA in all college work attempted to remain in the program and will complete a minimum of 12-15 credit hours of university course work each semester after completing the ninth grade.

Grade 9 to Grade 10 "Pre-Collegiate" to "Collegiate"

To be eligible for promotion from Grade 9 "Pre Collegiate" to Grade 10 "Collegiate," FAU High School students must:

- Earn at least six (6) high school credits with a cumulative unweighted GPA of 3.25. The credits earned must include at least one (1) in English, one (1) in science, one (1) in a foreign language,

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one (1) in mathematics, and one (1) World History. Students should also complete one (1) credit in physical education to include the integration of health. Students who have completed any of the above courses in middle school with a satisfactory grade will be assigned an alternative course.

- Complete their freshman year with a minimum of 4 credit hours of university work each semester with a university grade of “B” or better.

Grade 10 to 11 (Collegiate)

To be eligible for promotion from grade 10 to grade 11, a student must have accumulated at least twelve (12) high school credits, including two (2) credits in English, one (1) credit in science, two credits in mathematics, and one (1) in social studies. In addition, a student must

- Have a cumulative unweighted GPA of at least 3.25
- Earn a minimum of 28 hours of dual enrollment university coursework or its equivalent with a University grade of “B” or higher.
- Maintain eligibility as a student under the Articulation Agreement and University Policy.

A 10th grade student must take the FAST English Language Arts Assessment during the identified state assessment window. Participation in this assessment is mandatory. In the case where a student does not score at or above Level 3 on the required scores on the FAST, the student must attend an approved program as designated and approved in writing by the principal or designee. Additionally, each FAU High School student in grade 10 who has not completed the *SLS 1101: High School to University Transition* course or its equivalent will complete the course successfully during the first semester in which that student is enrolled in multiple university courses.

Grade 11 to 12 (Collegiate)

To be eligible for promotion from grade 11 to grade 12, a student must have:

- Accumulated at least 18 high school credits and have an unweighted cumulative GPA of at least 3.25.
- Accumulated at least 52 hours of dual enrollment university coursework or its equivalent and completed with the grade of “B” or higher.
- Earned the required high school credits to include at least three (3) in English, three (3) in science, three (3) in mathematics, two (2) in social studies, one (1) in fine or practical arts, and two (2) in foreign language.
- Continued eligibility under the FAU dual enrollment criteria (above).

The principal may grant promotions in January for students with sufficient credits, test scores and GPA requirements.

Post-Secondary Articulated Acceleration

Articulated acceleration will 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.

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Dual Enrollment /Early Admission: Early admission will be in the form of dual enrollment through which eligible secondary students enroll in FAU in courses that are creditable toward the high school diploma and the associate or baccalaureate degree.

- Students enrolled are exempt from the payment of registration, matriculation, and lab fees.
- Admission to FAU High School does not guarantee placement in the Early Admissions Program.
- Students must meet all requirements of the application.
- All decisions are rendered by the University's Office of Admissions.

1. Time Dual Enrollment Courses Offered

Students may take courses during school hours, after school hours and during the summer term pending eligibility as per high school counseling/academic advising office. Students enrolled are exempt from the payment of registration, matriculation, and lab fees.

Instructional time for dual enrollment may exceed 900 hours; however, the school district may report the student for a maximum of 1.0 FTE.

2. Guidelines for Comparability across School Districts for Dual Enrollment

The Department of Education has adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must specify a 3.0 unweighted GPA for college credit dual enrollment courses.

3. Post-Secondary Credit for Joint Dual Enrollment and Advanced Placement

If a student transfers to FAU High School with AP, AICE or IB credit, the high school accelerated course will be evaluated and reflected on the high school transcript. Students may submit AP, AICE or IB exam scores to the university for the dual enrollment course equivalency approved by the state. No student can earn double credit on a high school transcript based on the completion of a single AP, AICE or IB course.

Graduation Requirements

Florida's public high school graduation requirements are specified in the following sections of Florida Statute:

- Section 1003.428, Florida Statutes (F.S.), General requirements for high school graduation, revised
- Section 1003.4282, F.S., Requirements for a standard high school diploma
- Section 1002.3105, F.S., Academically Challenging Curriculum to Enhance Learning (ACCEL) Option

Graduation requirements for each student cohort are outlined by the Florida Department of Education and can be found by reviewing [s. 1003.4282, F.S.](#)

In order to graduate from FAU High School students must complete the requirements outlined in this policy.

- The provisions set forth in this document are not intended to supersede university dual enrollment policy or applicable articulation agreements.

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- To review additional FAU High School graduation requirements, refer to Appendix B.

The time required to complete grades 9-12 will depend upon the student meeting course, credit, and other requirements for graduation. The standard graduation requirement is 24 credits.

Students who enter A. D. Henderson University School/FAU High School in the 9th through 11th grade from out-of-state or in-state school will not be required to spend additional time at A. D. Henderson University School and FAU High School in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring.

Graduation with Honors

Honors designation will be determined using a cumulative unweighted scale for all courses for which high school credit has been awarded. Students with a cumulative GPA of 3.9 to 4.0 will receive Summa Cum Laude designation; 3.8 to 3.89 Magna Cum Laude designations; and 3.6 to 3.79 Cum Laude designations.

Grade 8 Completion and High School Graduation Ceremony

To participate in the middle school promotion ceremony or high school graduation, a student must have met all of the requirements by the date established to determine promotion eligibility and be in good academic and behavioral standing.

- All financial obligations must be met 72 hours prior to the ceremony.
- Parents will be notified at least five (5) business days before graduation of any outstanding financial obligations to that date.
- Students not in “good standing” or having outstanding financial obligations will not be permitted to participate at the middle school promotion ceremony or the high school graduation.
- In the event of a sustained medical event and at the principal’s discretion, the principal may recommend that a particular student be allowed to participate in the ceremony that has not satisfactorily completed all requirements.
- The principal’s decision is final.
- It is important for each student to recognize that participation in the completion ceremony is an important privilege, but one that can be withdrawn by inappropriate conduct or other situations affecting “good standing.”

PROMOTION & RETENTION PROCEDURES

General Procedures

Standards for evaluating each student’s performance in grades K-12 will include student proficiency of the State performance standards, relevant course standards, and grade level expectations. A. D. Henderson University School & FAU High School intends to implement full accountability in student performance as specified in s. 1008.25, Florida Statutes. If State assessment results are not available for timely implementation of the Student Progression Plan, promotions will be determined based on the other promotional criteria as specified. These include, but are not limited to, the student’s classroom work, teacher observation of student performance, and student performance on classroom

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assessments, norm-referenced tests, or other district assessments.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. The principal makes promotion or retention decisions based on the best available academic information, which may include, but not limited to, academic records or an official letter from the previous school attended.

Good Cause Promotion

Students who have not completed required courses or credits for promotion may be granted promotion based on “good cause,” including scheduling issues or other circumstances that, in the principal’s review, could not be reasonably addressed by the school, student or family. In each case of promotion based on “good cause,” the student’s report card must indicate “grade assignment by administrative action.” Parent(s) or guardian(s) should be formally notified that their child is being administratively placed in the next higher grade, the major reason(s) for the placement, and the name of the principal who initiated the placement. A copy of this notification must be placed in the student’s cumulative electronic and physical folder.

Requests for good cause exemptions for students from mandatory retention will require:

- Documentation provided by the student’s teacher to the principal, who must indicate that promotion is appropriate based on the student’s academic record, progress monitoring data, the Individual Education Plan (IEP) if applicable, report card, and/or student portfolio. The student portfolio and an alternative assessment are the two state approved options for cause exemption and mid-year promotion. The student must be offered both options.
- Discussion with the School Based Team and the principal to review the recommendation.
- Recommendation in writing to the superintendent if the principal determines the student should be promoted.
- Demonstration of proficiency on one of the options to receive a good cause exemption or be promoted mid-year.

Grade 3 Mandatory Retention

According to s.1008.25, Florida Statutes, any third-grade student who has not met state requirements of Level 2 or above on the Florida Assessment of Student Thinking (FAST) English Language Arts (ELA) to be promoted to the fourth grade, must be retained. Students who score Level 1 on the grade 3 FAST assessment during PM3 will be provided an additional opportunity to test in the summer. A score of Level 2 or above on the summer administration of the grade 3 FAST assessment can also be used for promotion purposes.

A student may only be exempt from mandatory retention for good cause. Good cause exemptions are limited to the following (s. 1008.25, F.S.):

1. Students who are identified as English Language Learners (ELL) with less than two (2) years of instruction in English for Speakers of Other Languages (ESOL) program.
2. Students with disabilities who have an Individualized Education Plan (IEP) that indicates participation in the statewide assessment program is not appropriate.

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3. Students who demonstrate an acceptable level of performance on an alternative Florida State Board of Education-approved standardized reading assessment. The alternate standardized assessment used in Grade 3 can be found on the [Just Read, Florida! Website](#).
4. Students who demonstrate through a student portfolio that he/she is at least at Level 2 on the statewide, standardized ELA Assessment. The student portfolio must meet the following requirements:
 - a. Be selected by the student's teacher;
 - b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence that the benchmarks assessed by the grade 3 FAST ELA have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words using the FAUS adopted core reading curriculum that is aligned with the Florida Standards or teacher-prepared assessment that is aligned with the Florida Standards;
 - d. Be an organized collection of evidence of the student's mastery of the Florida Standards Benchmarks for Language Arts that are assessed by the grade 3 English Language Arts Florida Standards Assessment—For each benchmark, there must be at least five examples of mastery as demonstrated by a grade of "C" or above; and
 - e. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.
5. Students with disabilities who participate in the FAST ELA and who have an IEP or 504 Plan that reflects the student has received intensive instruction in reading for more than two (2) years but still demonstrates a deficiency in reading AND was previously retained in kindergarten or grades 1, 2 or 3.
6. Students who have received intensive remediation in reading as demonstrated in s. 1008.25 (4)(b) F.S. for two or more years but still demonstrate a deficiency in reading AND were previously retained in kindergarten or grades 1, 2, or 3 for a total of two years.

Mid-Year Promotion of Retained Third Grade to Fourth Grade

FAUS requires schools to implement the policy for mid-year promotion of any student retained in grade 3 based on the English Language Arts portion of the FAST scores (s. 1008.25, F.S.) who can demonstrate independent reading at or above grade level, and indicate readiness to be promoted to grade 4.

The principal or designee may use student reevaluation tools, such as subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read. Sufficiency in reading mastery alone will not be used as the sole criteria for mid-year promotion, but it must be one component of a promotional decision by the principal.

Students promoted after November 1 must meet two requirements:

1. Score above level 3 on the grade 3 FAST assessment

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2. Demonstrate sufficient progress across all subjects to succeed in fourth grade reading and core content.

The progress standards are determined by the State Board of Education and must show the student can reasonably be expected to master fourth-grade material.

Retention other than Grade 3

Any student other than a third-grade student who has not met the FAUS criteria for promotion as provided in this Student Progression Plan may be exempted from retention by the principal for “good cause” as defined below:

- a. A recommendation from the Individualized Education Plan (IEP) committee regarding Exceptional Student Education (ESE) grade placement;
- b. A recommendation from the School Based Team regarding student placement;
- c. A recommendation from the English Language Learner (ELL) committee regarding ELL student grade placement;
- d. A recommendation from the 504 committee regarding student placement; or
- e. A recommendation based on documentation of a traumatic event or experience in a child’s life.

Under most circumstances, a student would be retained only once in the elementary grades and once in the middle school grades. However, on the recommendation of the principal and sustained by the Superintendent, a student may be retained a second or more times in the elementary or middle school grade groupings. This is of particular concern in the promotion from third to fourth grade in which the student’s reading proficiency is the primary determinant of progression.

Any student in grades K-8 who has been retained may be reassigned at any time during the next school year, upon recommendation of the principal, in consultation with teacher(s), and sustained by the Superintendent to the next higher grade. The principal determines if the required criteria have been met and that the student will be able to benefit from instruction at the higher grade.

Mid-Year Promotion 6-9

Mid-year promotion is defined as promotion of a retained student at any time during the year of retention once the student has successfully completed the four (4) core grade academic requirements (language arts, mathematics, science, social studies) of the preceding grade level. Student grade level classification at the end of the first semester will determine which grade level FAST is administered. There are two options if a student does not meet school and or state promotion standards. Those options are as follows:

1. Remediate before the beginning of the next school year and promote based on the student's demonstrated mastery of appropriate grade level expectations/standards.
2. Removal from the program to attend the appropriate home district by withdrawal of the admissions invitation.

INTERVENTION, REMEDIATION & ACCELERATION

Students must demonstrate proficiency in reading, writing, mathematics and science through mastery

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of the Florida Standards at each grade level and meet designated levels of performance on statewide assessments. Each student must participate in statewide assessments. Any student not meeting the specified levels of performance for grade promotion in the areas of reading, writing, mathematics, or science must be provided with additional diagnostic assessments to determine the nature of the student's difficulties and areas of academic need.

Progress Monitoring Plan

Based upon the results of assessments and/or teacher recommendation, students who are substantially deficient in reading, mathematics, science, and/or writing skills will receive an individualized progress-monitoring plan (IPMP) developed in consultation with the student's parent(s) or guardian(s) and implemented by the school.

This IPMP will include intensive instruction based on the identification of the deficiency and the instructional strategies provided in the IPMP. Remedial and supplemental instructional resources will be allocated first to students who are deficient in reading in kindergarten through grade 3, and secondly to students who are failing to meet other levels of performance required for promotion. Eligible students may receive intensive reading instruction through a variety of school programs and resources.

A student who has a substantial reading deficiency in kindergarten through grade 3 or the characteristics of dyslexia or a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data, statewide assessments, or teacher observations must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan (IPMP), or both. The IPMP must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available. The plan must, at a minimum, include:

1. The student's specific, identified reading or mathematics skill deficiency.
2. Goals and benchmarks for student growth in reading or mathematics.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

Failing Grade in Academic Class

Each student who earns a failing grade in an academic class can complete a teacher-prescribed curriculum in order to receive credit for the course, provided it is practicable for the deficiency to be remediated and suitable documentation of quality completion is provided.

- Reading, writing, and mathematics proficiency will be reassessed by locally determined assessment no later than the beginning of the next grade level following the remedial

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instruction.

- The student will continue to receive remediation until the criteria for promotion is reached. Faculty will confer with the principal or designee regarding the need, mechanism, and duration of the remediation.

Intensive Intervention for Students Retained in Third Grade

The School Based Team will conduct a review of student progress monitoring plans for all students who did not score above a Level 1 on the ELA portion of the FAST and did not meet the criteria for one of the outlined good cause exemptions. The review will address additional supports and services needed to remediate the student's specific areas of reading deficiency. FAUS may require a student portfolio to be completed and reviewed for each student in third grade retained by the mandatory retention. The portfolio must contain evidence of the following:

- Mastery of benchmarks
- Other information to inform parent(s) or guardian(s)
- Results of diagnostics and progress monitoring.

Retained third grade students will ensure intensive interventions in reading are provided to address the student's specific reading deficiency and prepare the student for promotion to the next grade (s. 1008.25, F.S.). Instruction must include the following:

1. Evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
2. Participation in the summer reading program in which instruction and intervention strategies focused on grade-level learning.
3. At least 90 minutes of uninterrupted reading instruction and intervention strategies which may include:
 - a. Targeted small group instruction
 - b. Frequent progress monitoring
 - c. Tutoring
 - d. Before or after school supplemental evidence-based reading intervention grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation.

The principal or designee will provide written notification to the parent or guardian of any student who is retained in grade 3 due to a reading deficiency as evidenced by scoring level 1 on the English Language Arts portion of the grade 3 FAST that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in s. 1008.25 F.S. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

Support for Students Below Grade Level

Any student not meeting the specified levels of performance and does not achieve a Level 3 or above

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on the statewide FAST ELA or Math assessment, or the Algebra I EOC, will be evaluated to determine the nature of the student's difficulty, areas of academic need, and strategies for providing academic support to help improve the students performance as outlined in the IPMP.

A student scoring below grade level must receive intervention or may be retained in an intensive program that is different from the previous year's program and addresses the student's learning style. A retained student must be in the Multi-tiered System of Support (MTSS) process. Retention decisions are based on more than a single test score. Additional evaluations, portfolio reviews and assessments are available to assist school personnel and parent(s) or guardian(s) in knowing when a student is academically performing at or above grade level and ready for grade promotion. Students retained must continue to be monitored closely through the MTSS process. As stated previously, final decision for grade placement is the responsibility of the principal. The principal will provide students who are retained under s. 1008.25, F.S. with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

Course Recovery Options

Middle School

Students who do not have enough quality points within a core curriculum course have the opportunity to re-take that core curriculum course within the same school year. Once that student receives enough quality points in the course, staff will communicate with the parent/guardian, and the teacher(s) will submit a grade change for the failed course(s).

- a. Benchmark assessments: Use current year assessments for reading and mathematics to document minimal mastery of benchmarks.
- b. Quarterly Assessments: Students may take a quarterly assessment. Students must complete with 70 percent proficiency before recovery status is awarded.
- c. FAST/State Science Assessment/Civics EOC: Students who score proficient or above can receive credit for a recovered course based on demonstration of grade level skills as indicated by the statewide standardized assessment score.
- d. Florida Alternate Assessment (FAA): Students who score proficient or above can receive credit for a recovered course based on demonstration of grade level skills as indicated by the FAA score.
- e. Parents have the opportunity to explore summer programs that award credit recognized by the Florida Department of Education in the core class where the student is deficient.
- f. Florida Virtual School is not an approved course recovery program at FAUS.

High School

With the approval of the assistant principal, a student who earns a grade of D or F may retake that course or a comparable course in a subsequent semester. A grade of B or higher earned subsequently in the same or comparable course may replace a grade of D or F. Students who receive a D or F in an elective course may repeat the course. A grade of C or higher earned subsequently in another course may replace a grade of D or F. The higher grade replaces the D/F grade in the GPA but remains on the transcript with no impact to the GPA.

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Students in dual enrollment courses who wish to repeat a university course are governed by university policy. No additional credit will be awarded for a repeated course that was previously passed. Students who retake a dual enrollment course must pay all tuition and fees assessed by the university. Students are not allowed to attempt a class for a third time unless given preapproval by the principal or designee.

Parent/Guardian Notification Process

A record of all promotions, retentions, or other types of special placement will be noted in the student's cumulative records/folder. Student performance and progress in grade levels K-9 will be reported to parent(s) or guardian(s) through periodic report cards, mid-term progress reports and standardized assessments. The parent(s) or guardian(s) is/are encouraged to arrange for a conference(s) with teachers and school officials as necessary.

Notification to Third (3rd) Grade Parents/Guardians of Reading Deficiency

The principal or designee, including responsible teacher, counselor or team leader will notify affected grade K-3 parents/guardians regarding reading deficiency at least each grading period. The parent of any student who exhibits a substantial deficiency in reading must be immediately notified in writing of the following that the student has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent:

1. The exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. The student progression requirement 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.
5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6. That the statewide, standardized English Language Arts 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.
7. The 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.
8. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485 and the New Worlds Scholarship Accounts under s. 1002.411 and information on parent training modules and other reading engagement resources available through the initiative.

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High School Graduation Deficiency

The principal or designee, including the responsible teachers, counselor or team leader will notify affected grade 9-12 parents/guardians regarding graduation deficiency annually in grades 9- 11 and each semester grading period including summer of grade 12.

- The principal or designee will notify parents/guardians officially with written correspondence if the graduation difficulty is determined to be severe enough that the student may not graduate as provided in statute, administrative rule and/or this document.
- The principal or designee will provide high school students and parent(s)/guardian(s) with a course-specific graduation review not less than at the beginning and end of each semester in grades 11 and 12.
- Any lack of notice will not be cause to challenge or invalidate the relevant statutory, rule or policy requirements determining graduation as provided herein.

The school will annually report to the parent(s)/guardian(s) of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, social studies, and mathematics, including the student's results on each statewide assessment test. The evaluation of each student's progress is based on the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting is provided to the parent through Focus.

K-8 Accelerated Assignment to Higher Grade

The assignment of a student in grades K - 8 to a higher grade which results in the student's skipping a grade, or part of a grade, should be made only on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the higher grade level.

- A request for a whole grade or mid-year acceleration must follow all established procedures and documentation.
- The probable long-range academic, social, and emotional effects of the decision will be discussed with the parent(s) or guardian(s) by the principal and/or school counselor.
- A student will not be accelerated without faculty recommendation, principal approval, and parental or guardian consent.
- The student's report card should be noted to indicate "accelerated grade placement." Parent(s) or guardian(s) should be formally notified that their child is receiving an accelerated grade placement to the next higher grade, and the major reason(s) for the assignment. A copy of this notification will be placed in the student's cumulative folder.
- The principal will have the final decision regarding student placement, s. 1002.3105, F.S.

PROVISIONS FOR SPECIAL POPULATIONS

English Language Learners

The education of English Language Learners (ELL) is tailored to the student's needs through design, scheduling, instructional strategies, philosophy, and learning activities by the identification,

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assessment and classification process. Students who are ELL are required to meet the same standards for promotion/graduation as non-ELL students, except as provided herein.

- ELL students must receive Language Arts/English instruction through English for Speakers of Other Languages (ESOL) strategies.
- All teachers of ELL students must be trained in the use of ESOL strategies. Instructional strategies, materials, and testing must be appropriately modified and documented to meet ELL students' needs.
- Students must be served appropriately through the ELL Plan.
- Students cannot be retained based solely on English language proficiency.
- Promotion of ELL students, who have not met district criteria for promotion, must be based on the recommendation of the Individualized Progress Monitoring Plan (IPMP) ELL committee. The IPMP/ELL committee is governed by State Board of Education rules and the FAUS ELL Plan.

Grades K-8 ELL Students

- ELL students who have had less than two years of instruction may be promoted for good cause s.1008.25 F.S.
- ELL students who have had more than two years of instruction will be promoted with the same criteria as those used for non-ELL students.
- ELL students must be provided accommodations (such as portfolio) and be delivered instruction through the use of ESOL strategies commensurate with their English language proficiency level.

Grades 9-12 ELL Students

- Students receiving such instruction are eligible to take the FAST, or an alternate assessment and receive a standard high school diploma upon passage of the grade 10 FAST and Algebra I EOC and have a 3.25. This section will be implemented to the extent funding is provided annually in the General Appropriations Act (s. 1003.433, F.S.).
- In addition to the notification of parents through interim reporting, schools will provide an opportunity for a conference involving the teacher or principal and parent for any student in grades 9-12 not progressing appropriately toward high school graduation. Parent conferences concerning possible retention should be documented in the student's electronic and physical cumulative record.

Exceptional Student Education and Section 504

Students may be provided with accommodations as specified on the student's Individualized Education Plan (IEP) or 504 Plan may include a variety of options including but not limited to any or all of the following.

- Instructional time
- Instructional methodology
- Use of a special communications system by the teacher and/or student
- Test administration procedures and other evaluation procedures to accommodate the student's disability in accordance with applicable Federal and State Laws and State Board of Education

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Rules.

Decisions about exemptions for accommodations are made during the annual Individualized Education Plan (IEP) meeting and recorded on the student's IEP. Accommodations as specified on the student's IEP might include flexible setting, extended time, the recording of answers, revised format, and mechanical aids as appropriate to the test.

FAUS must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. Most students with disabilities are required to meet the same standards for promotion and graduation as students without disabilities. Appropriate accommodations, specified on the IEP, must be provided for all students with disabilities. Retention decisions will take the IEP of each student into consideration.

The composition and operating procedures of the IEP or a 504 committee are governed by Federal regulations and State Board of Education rules. If a student's disability is used as the justification for "good cause" promotion, the promotion must be based on the recommendation of an IEP or a 504 committee.

Student with Disabilities in High School

The school will provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. Exceptional Education Students (ESE) students receiving a standard diploma must meet the same graduation and promotion requirements as all other students as outlined previously for the majority population.

- A student may meet the definition of "disabled" under Section 504 and not meet the criteria for placement in the Exceptional Student Education program. Appropriate accommodation will be provided and recorded on the student's Section 504 Accommodation Plan.
- Section 504 eligible students who do not meet ESE requirements have the same rights of accommodations during a test administration.
- Decisions about exemptions for accommodations are made and recorded on the students' Section 504 or IEP.

High school students with IEPs work with the ESE team and the student's parents to create a post secondary transition plan. Students begin planning for high school graduation as well as creating college and career goals. In Florida, this process begins at age 12, pursuant to federal and state law.

ASSESSMENT & REPORTING

State and District Assessments

All students must participate in all statewide standardized assessment programs that are aligned with the grade or course in which the student is enrolled. The state assessment calendar is posted each year on the school's website.

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

Grading Policies and Report Cards

Report Cards

FAUS requires the regular issuance of student report cards for all students in grades K through 9. These report cards will document:

- academic performance in each class or course based on a variety of assessments such as written papers, class participation, and other academic performance criteria;
- attendance, including absences and tardiness; and
- conduct and behavior.

Details regarding conduct grades can be found in Appendix A.

Parent-Teacher Communication

Report cards are posted in Focus at the end of each nine-week period with a mid-term progress report available mid-way through each nine-week grading period. Parent or guardian conferences are held as needed for children not progressing or as requested by parents.

Parent(s) or guardian(s) of all K-9 students will receive a conference alert if there are concerns about the student's social/academic/developmental progress. The classroom teacher will document student support notification. If, during the second semester, it becomes evident that a student is in danger of being retained, a parent(s) or guardian(s) conference with the teacher should be held as early as possible.

For those parent(s) or guardian(s) who are unable to attend a conference, or for whom phone contact has been impossible, formal notification of the possible retention will be sent home, and reasonable attempts to schedule a conference will be made and documented. Parent(s) or guardian(s) will be afforded the opportunity for a conference with the teacher or team at a mutually agreed time upon the request of the parent(s) or guardian(s). Retention will not occur without such a conference, unless specifically recommended by the principal or designee, and sustained by the Superintendent of Schools.

Academic Probation & Dismissal

Academic Probation/Last Chance Agreement

Students in middle school are automatically placed on academic probation and a last chance agreement, which includes dismissal from A.D. Henderson, if any of the following occur:

- Receive an F in a core course as a final grade during any marking period.
- Receive a final grade of D in the same subject for two consecutive marking periods.
- Fail to comply with academic support agreement

Probationary students may not participate in any after-school or away-from-school activities,

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including sports or interscholastic extracurricular activities. Students will be evaluated at the end of each marking period. School counselors provide a list of students failing academic subjects at the end of each marking period to administration. Students with consistent academic issues will be asked to withdraw back to their home school.

Early Warning System

In accordance with s. 1001.42, FAUS' student information system (Focus) includes an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. The early warning system includes the following early warning indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in-school or out-of-school.
- Course failure in English Language Arts or mathematics.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.
- A substantial reading deficiency for students in kindergarten through grade 3, or a substantial mathematics deficiency for students in kindergarten through grade 4 as defined in s. 1008.25, F.S.

When a student exhibits two or more early warning indicators, the School Based Team meets for the purpose of implementing the requirements of this paragraph to determine appropriate intervention strategies for the student.

High School Academic Probation

Students earning less than a "B" in a university or college dual enrollment course or completing successfully less than 12 undergraduate credit hours in either the fall or spring semesters will be placed on academic probation for the subsequent semester and officially notified by the assistant principal. If the student is unable to earn the required 12 university credit hours and maintain a "B" or above in all courses attempted during the subsequent semester, the student may be released from FAU High School and directed to his/her home district high school and official notification will be provided to the student and his/her parent(s) or guardian(s) about the dismissal in writing by the principal or designee.

The grade level administrator may recommend that a student be placed on probation or withdrawn from FAU High School based one or more of the issues listed below:

- Lack of sufficient course work successfully completed.
- Lack of sufficient GPA in the immediate semester as well as lack of sufficient cumulative GPA for promotion or graduation.
- Failing to maintain a 3.25 GPA (FAU Courses only)
- If the respective student does not earn sufficient credit hours or grade points to be considered in "good standing" as defined by this Student Progression Plan or the Registrar of the University.
- More than one level 2 or 3 offense, as defined by the Code of Student Conduct, including cheating or plagiarism.

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Course Credit Options

1. Florida Virtual School (FLVS): The use of FLVS must be pre-approved by the principal and FAU High School assistant principal and is only available for graduation requirement courses in extenuating circumstances.
2. Distance Correspondence: A Distance Correspondence course may be accepted for FAUS credit if the course has received prior approval based on the course syllabus and accreditation by the principal or designee and is not offered by FAU High School or FAU.
3. All costs related to such coursework and documentation of successful completion are the responsibility of the respective student.

APPENDICES

Appendix A - Grading Scales

Appendix B - FAU High School Graduation Requirements

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Appendix A - Grading Scales

Grading Scale K-2

90% - 100%	O = Outstanding	The student demonstrates learning and can apply 90-100% of the skills/concepts/processes taught at the student's instructional level during the nine weeks, and daily work consistently demonstrates outstanding performance on grade-level tasks.
80% - 89%	M = Meeting Expectations	The student demonstrates learning and can apply 80-89% of the skills/concepts/processes taught at the student's instructional level during the nine weeks, and daily work consistently demonstrates the ability to meet expectations on grade-level tasks.
70% - 79%	P = Making Progress	The student demonstrates learning and can apply 70-79% of the skills/concepts/processes taught at the student's instructional level during the nine weeks, and daily work consistently demonstrates the ability to partially meet expectations on grade-level tasks.
69% or below	AC = Area of Concern	The student demonstrates learning and can apply 69% or less of the skills/concepts/processes taught at the student's instructional level during the nine weeks, and daily work consistently demonstrates a lack of understanding on grade-level tasks.

Grading Scale 3-5

90% - 100%	A = Outstanding	The student has learned and can use at least 90% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently meets high quality standards.
80% - 89%	B = <i>Above Average</i>	The student has learned and can use at least 80% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently meets above average/acceptable standards.
70% - 79%	C = Average	The student has learned and can use at least 70% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently meets acceptable standards.
60% - 69%	D = Below Average	The student has learned and can use at least 60% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently does not meet acceptable

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		standards most of the time.
59% and below	F = Failure to meet grade level requirements	The student has learned less than 59% of the skills, concepts, or processes taught on his/her instructional level during the nine (9) weeks, or daily work consistently does not meet acceptable standards most of the time.

Middle School and High School Grading Scale

Grade	Point Average	Value	Definition
A	90—100	4.0	Outstanding Progress
B	80—89	3.0	Above Average Progress
C	70—79	2.0	Average Progress
D	60—69	1.0	Below Average Progress
F	0—59	0.0	Failure to Progress
I			Incomplete

Dual Enrollment Grades

Grade	Honors	1000-2000 Dual-Enrollment, AP	3000-6000 Dual-Enrollment
A	4.5	6.0	6.5
B	3.5	5.0	5.5
C	2.5	4.0	4.5
D	1.5	3.0	3.5
F	0.0	0.0	0.0

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Conduct Grades, K-9

E - Excellent	The student always follows directions and goes beyond expectations, uses class time wisely, brings required materials to class, actively participates, obeys school and class rules, demonstrates a positive and cooperative attitude, practices self- control, demonstrates respect to people and property, and makes an effort to do well on classroom assignments and activities.
S - Satisfactory	The student consistently follows directions and goes beyond expectations, uses class time wisely, brings required materials to class, actively participates, obeys school and class rules, demonstrates a positive and cooperative attitude, practices self- control, demonstrates respect to people and property, and makes an effort to do well on classroom assignments and activities.
N - Needs Improvement	The student inconsistently follows directions and goes beyond expectations, uses class time wisely, brings required materials to class, actively participates, obeys school and class rules, demonstrates a positive and cooperative attitude, practices self- control, demonstrates respect to people and property, and makes an effort to do well on classroom assignments and activities.
U - Unsatisfactory	The student rarely follows directions and goes beyond expectations, uses class time wisely, brings required materials to class, actively participates, obeys school and class rules, demonstrates a positive and cooperative attitude, practices self- control, demonstrates respect to people and property, and makes an effort to do well on classroom assignments and activities.

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Appendix B - FAU High School Graduation Requirements

FAU High School Graduation Requirements <i>FAU High School is an Early College Dual Enrollment Program that exceeds the Florida 24-credit standard diploma minimum requirements.</i>		
English	4.0 Credits	
Mathematics	1.0 Credit Algebra 1 1.0 Credit Geometry 2.0 Credits Additional Math	
Science	1.0 Credit Biology 2.0 Credits Additional Science identified as Equally Rigorous	
Social Studies	1.0 Credit World History 1.0 Credit United States History* 0.5 Credit United States Government* 0.5 Credit Economics <i>*Must take the Civics Literacy Exam at the FAU Testing Center after completing AMH2020 (equivalent of US History, Semester 2) <u>or</u> POS2041(equivalent of US Government)</i>	
World Languages	2.0 Credits	Dual Enrollment Spanish
Fine/Performing Arts, Speech, Debate, or Practical Arts	1.0 Credit	Fine or Performing Arts, Speech, Debate, or eligible Practical Arts
Physical Education	1.0 Credit	Physical Education to include integration of Health (HOPE)
Personal Financial Literacy (*new in FY26)	0.5 Credit	Personal Financial Literacy/Money Management* <i>*Only Required for students entering 9th Grade in the 23-24 School Year and Beyond.</i>
Electives	6.0 Credits Students entering 9 th grade 22-23 and Before 5.5 Credits Students entering 9 th grade 23-24 and Beyond	
TOTAL	24.0 Credits	Minimum Standard
State Assessments	Passing score on the Grade 10 ELA FAST Passing score on the Algebra 1 EOC	
Grade Point Average	Cumulative unweighted GPA of 3.25 on a 4.0 scale	
Service Hours	100 Hours (Work or Volunteer)	

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Statutory Requirements; s.1008.325, F.S., 1003.41, 1003.42, 1002.20

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