

LEON COUNTY SCHOOLS  
**STUDENT PROGRESSION PLAN**

Updated December 2017

# Nondiscrimination Notification and Contact Information

“No person shall on the basis of sex (including transgender, gender nonconforming and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability or genetic information be denied employment, receipt of services, access to or participation in school activities or programs if qualified to receive such services, or otherwise be discriminated against or placed in a hostile environment in any educational program or activity including those receiving federal financial assistance, except as provided by law.” No person shall deny equal access or a fair opportunity to meet, or discriminate against, any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society.

An employee, student, parent, or applicant alleging discrimination with respect to employment, or any educational program or activity may contact:

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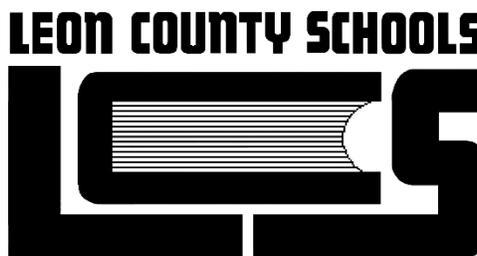
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## Building the Future Together

## STATUTORY REQUIREMENT

In accordance with §1008.25, Fla. Stat., each district school board is required to establish a comprehensive program for student progression based upon an evaluation of each student's performance, including how well the minimum performance standards, approved by the State Board, are mastered. It is also required that school districts publish and post the Student Progression Plan through the local newspaper and district website.

It is the intent of the Florida Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in English language arts, science and mathematics; that District School Board policies facilitate such proficiency; and that each student and his or her parent/legal guardian be informed of that student's academic progress and any related policy and procedure.

Leon County Schools has established a comprehensive program of study that includes standards for evaluating student performance; specific levels of achievement in English language arts, mathematics, science and social studies for each grade level; levels of performance on statewide assessments; and promotion requirements from grade to grade, K-12. This comprehensive program includes state and federal requirements as well as district-level standards of performance.

Though every effort is made to address state statute and federal mandates, it is possible that answers may not be found in this document. These omissions are not to be construed as Leon County Schools granting permission for issues not covered in the Student Progression Plan. Clarification on these types of issues are available through school principals and curriculum teams, as well as from district staff.

Note: As policy changes midyear, or updates are needed, the date modified will be listed on the front cover of this document.

# UPDATES

Section	Subsection	Description	Page(s)
Elementary Education (K-5)	School District Responsibilities	Updated language to comply with current practice	24
Elementary Education (K-5)	Program of Study	Added language to include recess as part of K-5 education	26
Elementary Education (K-5)	Retention	Replaced student progression with standards	30
Elementary Education (K-5)	Promotion for Good Cause	Updated language to clarify exemption 2	31
Elementary Education (K-5)	Grading Scales	Added K-1 grading scale and changed previous K-5 scale to 2-5	34-35
Elementary Education (K-5)	Grading Scales	Added Access course grading scales	35
Middle School (6-8)	Required Coursework	Removed Career and Education planning	38
Middle School (6-8)	Florida Assessments	Added FSAA language	39
Middle School (6-8)	Progress Reports	Added language to report student progress towards IEP goals	43
High School (9-12)	Standards-Based Program of Study	Removed requirement to use Department of Education fitness test	44
High School (9-12)	24-Credit Standard Diploma	Added language regarding diploma option selection timelines for students with disabilities	49
High School (9-12)	High School Graduation Requirements for Students with Disabilities	Amended language to reflect current assessment language for students working on Access Points	50-52
High School (9-12)	Florida Dept. of Education Graduation Requirements	Changed attached documents to reflect FLDOE's latest versions	56-59
High School (9-12)	Semester and Final Exams	Updated wording to comply with statute	62
High School (9-12)	Required Assessments - Retakes	Updated language to include 2016-17 assessments	64
High School (9-12)	Required Assessments - Retakes	Amended allowable scores to include SAT Reading Subtest score to comply with state statute	65

# TABLE OF CONTENTS

<b>Nondiscrimination Notification and Contact Information .....</b>	<b>1</b>
<b>SECTION I: K-12 GENERAL INFORMATION.....</b>	<b>8</b>
• ENROLLMENT AND ADMISSIONS.....	8
○ EVIDENCE OF RESIDENCE WITHIN A SCHOOL DISTRICT.....	8
○ EVIDENCE OF BIRTH DATE.....	8
○ KINDERGARTEN AGE REQUIREMENT.....	8
○ FIRST GRADE AGE REQUIREMENT.....	8
○ MAXIMUM AGE OF ENROLLMENT.....	8
○ EVIDENCE OF IMMUNIZATION.....	9
○ EVIDENCE OF A MEDICAL EXAMINATION.....	9
○ MARRIED OR PREGNANT STUDENTS.....	9
○ SCHOOL OF ENROLLMENT.....	10
○ TERMINATION OF SCHOOL ENROLLMENT.....	10
○ ENROLLMENT APPEAL PROCESS.....	10
○ ENROLLMENT AND PLACEMENT FOR TRANSFER STUDENTS.....	10
• ATTENDANCE.....	14
○ PARENT RESPONSIBILITY.....	14
○ ABSENCES.....	14
○ TARDINESS.....	15
○ COMPULSORY ATTENDANCE & TRUANCY.....	15
• ASSESSMENT OVERVIEW.....	16
○ OVERVIEW: FLORIDA STANDARDS ASSESSMENTS (FSA) AND END-OF-COURSE (EOC) ASSESSMENTS.....	16
○ STATEWIDE ASSESSMENTS FOR STUDENTS WITH DISABILITIES.....	17
○ STATEWIDE ASSESSMENT PROGRAM FOR ENGLISH LANGUAGE LEARNERS (ELL).....	17
• PROGRESSION, SUPPORT, AND ACCELERATION.....	18
○ STATE STANDARDS AND PROGRAMS OF STUDY.....	18
○ SOCIAL PROMOTION.....	18
○ EXCEPTIONAL STUDENT EDUCATION.....	18
○ ENGLISH LANGUAGE LEARNERS.....	19
○ ANNUAL REPORTS TO PARENT.....	19
○ PROGRESS MONITORING.....	20
○ MULTI-TIERED SYSTEMS OF SUPPORT (MTSS).....	20
○ ACCELERATED PROMOTION (§ 1002.3105, FLA. STAT.).....	21
○ ACCELERATION OPTIONS.....	21
○ ELIGIBILITY AND PROCEDURAL REQUIREMENTS FOR ACCELERATION OPTIONS.....	21
• VIRTUAL EDUCATION.....	22
○ VIRTUAL INSTRUCTION OPTIONS.....	22
○ DISTRICT REQUIREMENTS FOR VIRTUAL INSTRUCTION.....	22
○ VIP ASSESSMENT AND ACCOUNTABILITY.....	22
○ WRITTEN PARENT NOTIFICATION OF VIP.....	23
• HOME EDUCATION (HOMESCHOOLING).....	23
○ PARENT RESPONSIBILITIES.....	23
○ SCHOOL DISTRICT RESPONSIBILITIES.....	24
○ PARTICIPATION IN HOME ZONE SCHOOL ACTIVITIES.....	24
○ ENROLLMENT IN CLASSES AT THE HOME ZONE SCHOOL.....	24
○ TRANSPORTATION.....	24
○ FIELD TRIPS AND OTHER SCHOOL ACTIVITIES.....	24
○ TESTING SERVICES.....	25
○ COMPLETION OF A HOME EDUCATION PROGRAM.....	25
<b>SECTION II: ELEMENTARY EDUCATION (K-5).....</b>	<b>26</b>

- STANDARDS-BASED PROGRAM OF STUDY ..... 26
  - PROGRAM OF STUDY ..... 26
- PERFORMANCE STANDARDS, PROGRESSION, & SUPPORT ..... 26
  - KINDERGARTEN READINESS SCREENING ..... 26
  - FLORIDA STANDARDS ASSESSMENTS (FSA) AND FCAT 2.0 SCIENCE ..... 27
  - REGULAR PROMOTION ..... 27
  - TARGETED INSTRUCTIONAL SUPPORT ..... 27
  - STUDENTS WITH DISABILITIES ..... 27
  - GRADE LEVEL PROMOTIONAL STANDARDS ..... 28
- PROGRESSION ALTERNATES ..... 29
  - ACCELERATION ..... 29
  - PROMOTION WITH INTERVENTIONS ..... 29
  - RETENTION ..... 29
  - STUDENTS WITH DISABILITIES ELEMENTARY PROGRESSION ..... 30
- MANDATORY THIRD GRADE RETENTION REQUIREMENTS ..... 30
  - PARENT NOTIFICATION ..... 31
  - PROMOTION FOR GOOD CAUSE ..... 31
  - PROGRESSION FOR RETAINED THIRD GRADE READERS ..... 31
  - MID-YEAR PROMOTION ..... 33
  - STUDENT READING INTERVENTION ..... 33
- REPORTING STUDENT PROGRESS ..... 33
  - REPORT CARDS ..... 33
  - PROGRESS ALERTS ..... 34
  - CONFERENCES ..... 34
  - GRADING SCALES ..... 34
  - KINDERGARTEN GRADE REPORTING ..... 35

**SECTION III: MIDDLE SCHOOL (6-8) ..... 37**

- STANDARDS-BASED PROGRAM OF STUDY ..... 37
  - REQUIRED COURSEWORK ..... 37
  - FULL TIME ENROLLMENT ..... 38
- STATEWIDE, STANDARDIZED ASSESSMENTS ..... 39
  - FLORIDA ASSESSMENTS ..... 39
  - ASSESSMENT RESULTS ..... 39
  - THE CREDIT ACCELERATION PROGRAM (CAP) ..... 40
- STUDENTS WITH DISABILITIES ON ACCESS POINTS ..... 40
- PERFORMANCE STANDARDS & PROMOTION REQUIREMENTS ..... 40
  - STATE GRADING SCALE (§ 1003.437, FLA. STAT.) ..... 41
  - FINAL COURSE GRADES ..... 41
  - STUDENTS WITH DISABILITIES ON ACCESS POINTS ..... 41
- REMEDIATION & ACCELERATION ..... 41
  - ACADEMICALLY CHALLENGING CURRICULUM, TO ENHANCE LEARNING (ACCEL)/ VERTICAL ACCELERATION ..... 41
  - STUDENT ELIGIBILITY CONSIDERATIONS ..... 42
  - HIGH SCHOOL CREDIT COURSES IN MIDDLE SCHOOLS ..... 42
  - DUAL ENROLLMENT IN MIDDLE SCHOOL AND HIGH SCHOOL ..... 42
  - GRADE FORGIVENESS FOR HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL ..... 43
- REPORTING TO PARENTS ..... 43
  - PARENT NOTICE OF CURRICULUM ..... 43
  - CLASS STANDARDS FOR GRADES ..... 43
  - PROGRESS REPORTS ..... 43
  - REPORT CARDS ..... 43
  - HONOR ROLL CRITERIA ..... 43

**SECTION IV: HIGH SCHOOL (9-12).....44**

- STANDARDS-BASED PROGRAM OF STUDY ..... 44
  - ENROLLMENT IN COURSES ..... 45
- CREDITS EARNING OVERVIEW ..... 45
  - CREDIT ACCUMULATION ..... 45
  - REMEDIAL AND COMPENSATORY CREDIT ..... 45
- High School Uniform Transfer of Credits ..... 46
  - SECONDARY STUDENT TRANSFERS (§ 1003.433, FLA. STAT.) ..... 47
- ACCELERATED HIGH SCHOOL GRADUATION ..... 47
  - POST-SECONDARY CREDIT ..... 47
  - CREDIT ACCELERATION PROGRAM (CAP) ..... 48
- HIGH SCHOOL GRADUATION OPTIONS ..... 48
  - 24-CREDIT STANDARD DIPLOMA ..... 49
  - EARLY GRADUATION OPTION UNDER § 1003.4281, FLA. STAT. .... 49
  - FLORIDA HIGH SCHOOL DIPLOMA (GED®) ..... 49
  - CERTIFICATES OF COMPLETION ..... 49
  - HIGH SCHOOL GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES (FLA. ADMIN. CODE R. 6A-1.09963)..... 50
  - DEFERRAL OF RECEIPT OF A STANDARD DIPLOMA ..... 52
  - STUDENTS WITH DISABILITIES SEEKING A SPECIAL DIPLOMA WHO ENTERED THE 9TH GRADE PRIOR TO THE 2014 – 2015 SCHOOL YEAR..... 52
  - PARTICIPATION IN GRADUATION CEREMONIES ..... 54
- GENERAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION ..... 54
- FLORIDA DEPT. OF EDUCATION GRADUATION REQUIREMENTS, BY COHORT ..... 55
- PERFORMANCE STANDARDS ..... 60
  - PROMOTION/GRADE CLASSIFICATION ..... 60
  - GRADE POINT AVERAGE (GPA) ..... 60
  - FINAL GRADES FOR NON-EOC COURSES ..... 61
  - FINAL GRADES FOR EOC COURSES ..... 61
  - SEMESTER AND FINAL EXAMS ..... 62
  - EXEMPTION FROM EXAMS ..... 62
  - HONOR ROLL CRITERIA ..... 62
  - RECOGNITION OF HONOR STUDENTS ..... 62
  - HONORS DESIGNATION ..... 63
  - GRADE FORGIVENESS ..... 64
  - MID-YEAR PROMOTION ..... 64
  - REQUIRED GRADE POINT AVERAGE ..... 64
  - REQUIRED ASSESSMENTS - RETAKES, CONCORDANT/COMPARATIVE SCORES ..... 64
- PROGRESSION OPTIONS ..... 65
  - EARLY COMPLETION OF CREDITS ..... 65
  - CORRESPONDENCE COURSE ..... 66
  - CO-ENROLLMENT IN HIGH SCHOOL AND ADULT EDUCATION ..... 66
  - FULL-TIME ENROLLMENT IN ADULT EDUCATION ..... 66
  - DUAL ENROLLMENT IN HIGH SCHOOL AND LIVELY TECHNICAL CENTER ..... 66
  - ENROLLMENT IN LIVELY TECHNICAL CENTER AS AN ADULT ..... 66
  - VOCATIONAL COOPERATIVE EDUCATION ..... 66
  - GENERAL EDUCATION DEVELOPMENT TEST (GED®)..... 66
  - THIRTEENTH YEAR STUDENTS (§ 1003.4282(7)(C)(D), FLA. STAT.)..... 67

**SECTION V: ADULT & COMMUNITY EDUCATION (ACE).....68**

- PROGRAMS ..... 68
  - ADULT HIGH SCHOOL ..... 68
  - HIGH SCHOOL CREDIT CO-ENROLLED ..... 68
  - GED® ..... 68

- ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ..... 68
- ESOL GED® PREPARATION ..... 69
- ADULTS WITH DISABILITIES..... 69
- GENERAL GUIDELINES..... 69
  - STUDENT CONDUCT ..... 69
  - RULES OF STUDENT CONDUCT..... 69
  - ATTENDANCE ..... 70
  - GRADING..... 70
  - PLACEMENT ..... 70
  - RECORDS AND REPORTS ..... 70
  - MONITORING PROCESS ..... 71
  - GRIEVANCE PROCEDURE..... 71

# SECTION I: K-12 GENERAL INFORMATION

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## ENROLLMENT AND ADMISSIONS

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### EVIDENCE OF RESIDENCE WITHIN A SCHOOL DISTRICT

The residence of a student is defined as the primary residence of the student's parent/guardian or of either parent when custody is mutually agreed upon and shared. Proof of residence must be provided at both initial enrollment and upon promotion to the next level (from elementary to middle school or from middle to high school).

Reasonable proof of the residence must include one item from each of the following categories:

**Category 1:** Mortgage deed, Lease/Rental Agreement, Homestead Exemption, or Property Tax Record

**Category 2:** Driver's License, Voter Registration Card, Utility Bill, Insurance Bill

### EVIDENCE OF BIRTH DATE

While a transcript of birth record is the first prescribed evidence required, evidence obtainable in the order provided below may be accepted.

1. A transcript of birth record filed according to law;
2. A certificate of baptism showing the date of birth and place of baptism signed by the parent;
3. A life insurance policy on the child (at least 2 years old);
4. A Bible record of the child's birth accompanied by an affidavit sworn to by the parent;
5. A passport or certificate of arrival in the United States showing the age of the child;
6. A transcript of record of age shown in the child's school records (at least 4 years prior to application);
7. If none of the above evidences can be produced, the parent can submit a sworn affidavit of age, accompanied by a certificate of age signed by a public health officer or public school physician.
8. If neither of these is available, a licensed practicing physician designated by the school board may issue a certificate stating that a health officer or physician has examined the child and believes that the age as stated in the parent's affidavit is correct.

*Note:* A homeless child, as defined by § 1003.02, Fla. Stat., shall be given temporary exemption from this requirement for 30 school days.

### KINDERGARTEN AGE REQUIREMENT

Children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year (§ 1003.21(1)(a)2, Fla. Stat.).

### FIRST GRADE AGE REQUIREMENT

First grade enrollment is limited to students who turn six years old on or before September 1, who have successfully completed kindergarten and out-of-state students who turn six years old after September 1, who meet the age requirement for public kindergarten admission from the transferring state and who have successfully completed kindergarten (§ 1003.21(1) (a)1, Fla. Stat.).

### MAXIMUM AGE OF ENROLLMENT

All Leon County Schools' students shall be eligible for enrollment in the appropriate general education program authorized by Leon County Schools and the State of Florida except under ANY of the following conditions:

1. The student has received a high school diploma or its equivalent.
2. The student has attained the age of 20 by September 1.

No student shall be permitted to attend the regular high school program after attaining the age of 20. Those who attain the age of 20 during a school year may complete the school year. For students with disabilities who have not graduated with a standard diploma, the district provides services until the end of the semester in which the student turns 22 years of age.

3. The student is 18 years of age or older and cannot meet regular graduation requirements by the end of the school year in which they attain the age of 20. Such persons shall be afforded an opportunity to pursue a high school diploma through the Adult Education or General Educational Development (GED®) programs of the District.

Principals may refuse enrollment in the regular high school program if the student has:

- a documented history of disruptive behavior in the school setting and who has attained the age of 18 years; or
- previously dropped out of or discontinued enrollment in a regular high school program and has attained the age of 18 years.

*Note:* Students attending a Department of Juvenile Justice program or a contracted program with Leon County Schools may be exempt from the requirements for maximum age of enrollment. Once a student has exited the program, they are no longer exempt.

#### EVIDENCE OF IMMUNIZATION

All students (Pre K – 12), including Florida transfers who enroll in Leon County public schools, are required to have an up-to-date certificate of immunization prior to enrollment. Without this documentation, the student will not be allowed to attend school. This includes:

- DPT (Diphtheria): Five doses, unless the 4th primary dose was administered on or after the 4th birthday then only four doses are required.
- POLIO (TOPV): Four doses, unless the 3rd primary dose was administered on or after the 4th birthday, then only three doses are required.
- MEASLES, MUMPS & RUBELLA (MMR): In kindergarten through grade 4, two doses are required for measles and one dose is required for mumps and rubella. If MMR is combined, a second dose is required prior to kindergarten entrance.
- VARICELLA (or proof of documentation of chicken pox): Pre-K and kindergarten and each subsequent year the next highest grade will be included in the requirement (2006-2007 includes 5th grade).
- HIB (Haemophilus Influenza): At least one dose between the ages of 2 months and 59 months.
- HEPATITIS B: In pre-kindergarten through grade 12, a Hepatitis B series is required. In grades 6 through 12, a Hepatitis B Series, TB Booster, and a second MMR are required if this student as not previously.
- MENINGOCOCCAL VACCINE (MCV4): Recommended for all children at their routine preadolescent visit (11-12 years of age). For those who have never received MCV4 previously, a dose is recommended at high school entry.

*Note:* Religious exemptions are allowed. They may be obtained at a Health Department clinic. Students may enter school on Temporary Medical Exemption (DOH 680-Part B; DOE Code 2) provided the expiration date has not passed. Students will be excluded from school if they do not comply with immunization laws.

#### EVIDENCE OF A MEDICAL EXAMINATION

Upon initial enrollment into a Florida school, students must present certification of a school-entry health examination performed within 1 year prior to enrollment. Physicals completed out-of-county or state are acceptable. Any child shall be exempt from the requirement of a health examination upon written request of the parent of the child stating objection to the examination on religious grounds (§ 1003.22(1), Fla. Stat.).

#### MARRIED OR PREGNANT STUDENTS

Students who become or have become married and students who are pregnant shall not be prohibited from attending school. Married students and students who are parents shall receive the same educational instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs. Consistent with § 1003.54, Fla. Stat., pregnant or parenting teens may participate in a teenage parent program (§ 1003.21(1)(d), Fla. Stat.)

## SCHOOL OF ENROLLMENT

School of Enrollment is the school in which a student is officially enrolled in at least one course during the current school year. Enrollment begins on the first day the student attends school for educational purposes and is placed in the appropriate class(es) and/or program. School of enrollment is designated as the primary school for participation in athletic programs, commencement exercises and other extra-curricular activities.

## TERMINATION OF SCHOOL ENROLLMENT

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond that date and may file a formal declaration of intent to terminate school enrollment. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's potential earning power and must be signed by the student and the student's parent.

The following steps must also be taken:

1. The school district shall notify the student's parent of receipt of the student's declaration intent to terminate school enrollment.
2. The student's guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reason for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
3. The student shall be informed of opportunities to continue his/her education in a different environment, including, but not limited to, adult education and GED® test preparation.
4. The student shall complete a survey in a format prescribed by the Department of Education to provide data on the student's reasons for terminating enrollment and actions taken by the school to keep student enrolled (§ 1003.21(1)(c), Fla. Stat.).

## ENROLLMENT APPEAL PROCESS

If a parent/guardian or student wishes to contest the recommendation of the principal, a written statement specifying the basis for the disagreement must be submitted to the office of Curriculum Services within ten (10) working days of receipt of the principal's decision. The statement must not contain new matters that were not presented in the original request. The appeal will be evaluated by a committee established by the superintendent.

If a parent/guardian or student wishes to contest the recommendation of the committee, a written appeal may be submitted to the Superintendent within ten (10) working days of notification. The decision of the superintendent is final.

## ENROLLMENT AND PLACEMENT FOR TRANSFER STUDENTS

Grade placement of all transfer students, including those enrolled in home education programs, shall be on a probationary basis until transfer work is validated using official evidence of student achievement or competence available to the school principal or designee. Grade placement of students transferring from home education will be determined by age, portfolio, annual evaluation, and other pertinent material furnished through the home education program. The grade placement of students transferring from other countries, states, counties, or private schools will be determined by the principal or designee of the receiving school based on placement tests, age, and previous school records, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

The results of competency tests may be used to assist in the grade placement determination. Academic performance of the transfer student on screening and placement tests and in the classroom shall be considered in making the final decision. The principal or designee of each school will make the final placement decision based on the grade level at which the student can academically perform best, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

### **Educational Records and Enrollment**

If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records as quickly as possible.

Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

Districts must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization or a series of immunizations required by the receiving school.

Students shall be allowed to continue their enrollment at grade level commensurate with their grade level (including kindergarten) from a local education agency in the sending state at the time of transition, regardless of age.

### **Placement**

If a student transfers before or during the school year, the receiving school shall initially honor placement in courses based on the student's enrollment in the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses.

The receiving school is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses. The receiving school must initially honor placement of the student in educational programs such as Gifted and Talented and English as a Second Language based on current educational assessments conducted at the sending school.

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment, and Florida Virtual School courses.

Dependent children of active-duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission for such programs even if the program is being offered through a public school other than the school to which the student would be assigned. If the program is offered through a public school other than the school to which the student would be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, Advanced Placement, Dual Enrollment, Advanced International Certificate of Education, and International Baccalaureate.

### **Underage-in-state Transfers from Nonpublic Schools to Kindergarten**

Students transferring from a nonpublic Florida kindergarten to Leon County Schools must meet the Florida age requirements for entry age to kindergarten as stated in §1003.21, Fla. Stat.

### **Underage In-State Transfers from Public & Nonpublic Schools to First Grade**

Children entering the first grade in Leon County Schools for the first time must comply with §1003.21, Fla. Stat. Any child who has attained the age of six (6) years old on or before September 1 and who has written documentation of satisfactory completion of kindergarten from a public or nonpublic school from which the district accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. Students not meeting the above requirements will be enrolled in kindergarten.

### **Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools**

Entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall be in accordance with Fla. Admin. Code R. 6A-1.0985, which states:

1. Any student who transfers from an out-of-state public school shall be admitted upon presentation of the following information:
  - Official documentation from the parent(s) or guardian(s) that the child was a legal resident of the state in which he or she was previously enrolled in school;
  - An official letter or transcript from a proper school authority which shows record of attendance, academic information, and grade placement of the student;
  - Evidence of immunization against communicable diseases as required in §1003.22, Fla. Stat.;
  - Evidence of date of birth; and
  - Evidence of a medical examination completed within the last 12 months.
2. Any student who transfers from an out-of-state nonpublic school may be admitted if the student meets the age requirement for public schools within the state from which the student is transferring, and if the transfer of the student's academic credit is acceptable under the rules of Leon County Schools. Transfer students must provide the required information as stated above in subsection.
3. Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection 1 (a) through (e) above.

### **Foreign Students**

Any student entering the public school system from outside the United States will be placed by a combination of the following criteria:

- age appropriateness
- previous school experience
- academic proficiency

Each foreign student with educational documentation will receive a recommended grade placement after an evaluation of the student's educational records has been made. The family is responsible for providing a certified English translation of all records. Adjustments to these recommended placements may be made by the school principal in accordance with relevant State Board of Education rules. Students who do not meet regular age requirements for entering kindergarten in Florida but who have attended kindergarten in their native

county must have an official letter or transcript from the proper school authority, which shows record of attendance, academic information, and grade placement.

### **English Language Learners (ELL)**

Age appropriateness, parent input, review of records/assessments, and other pertinent data available are all considerations used when determining the proper academic placement of students. Initial determination of student's academic skills or performance is done based on a parent/guardian/student comprehensive interview and academic records available. ELL students may need more review than English proficient students in order to develop an appropriate instructional plan. Each school must document the prior school experiences of new students by means of school records and transcripts. Telephone calls and other means of communication to the student's previous school to request records will be made. Such experiences must be taken into account in planning and providing age appropriate instruction. In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Grading systems and grade levels may differ from systems in the United States. Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used to determine the appropriate grade level and class placements. The ELL Committee may be reconvened at any time after a student has been served for a semester to review and make recommendations for appropriate modifications. (Fla. Admin. Code R. 6A-6.0902)

### **Enrolling in Public School from Home Education**

A home education student who enrolls in a district school must meet all district and State requirements for public school students. Students are encouraged to enroll at the beginning of a semester. The conditions described in Policy 5463- Transfer from Non-accredited Schools will be used to determine the home education student's appropriate grade placement or credits toward graduation.

For home education students enrolling in grades 9 through 12, the parent must provide an academic assessment record for all work completed during the home education program. The school will transfer the courses and grades to the student's district transcript. All home education program courses will be given credit pursuant to the Universal Transfer of Credit rule.

The high school student's grade point average will be calculated only after he/she has completed two (2) consecutive semesters of attendance at the school. To be eligible for awards such as Valedictorian, Salutatorian, Distinguished Scholar, and National Honor Society, the student must be enrolled for two (2) consecutive semesters prior to the second semester of the senior year.

To graduate the student must meet the requirements specified by State law and established by the district's policy on graduation and graduation procedures.

*Note:* The following opportunities are also available for Home Education students:

- Home education students may apply for a Bright Futures Scholarship.
- Home education students may participate in dual enrollment programs.
- Home education students are eligible for admission to Florida College System institutions and State universities.

### **Interstate Compact on Educational Opportunity for Military Children and Assistance to Transitioning Students from Military Families (§ 1003, Fla. Stat.)**

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

This compact applies to the children of:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to § 1209 & § 1211, 10 U.S.C.
- Members of veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

The compact does not apply to the children of:

- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired,
- Veterans of the uniformed services;
- Other United States Department of Defense personnel, federal agency civilians, and contract employees not defined as active-duty members of the uniformed services.

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## ATTENDANCE

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Regular attendance provides students the opportunity to master required skills at each grade level. Each public K-12 student must remain in attendance throughout the school year, unless excused by the school for illness or other good cause, and must comply fully with the school's code of conduct. Types of absences listed as excused absences are considered to be "good cause. Therefore, with the goal of promoting student success, the Leon County School Board has adopted a uniform attendance policy. It is our intent to encourage honest, accurate, and consistent adherence to this policy by all students, parents, teachers, and administrators. It is the goal of the Leon County Schools that the parent of each public K-12 student comply with the school's reasonable and time-acceptable parental involvement requests (§ 1003.04, Fla. Stat.).

### PARENT RESPONSIBILITY

Florida law (§ 1003.24, Fla. Stat.) requires each parent of a child who has attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, to be accountable for their child's school attendance and holds parents responsible for providing an explanation for any absence from school.

Students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent to terminate school enrollment is filed with the district school board by the student or parent/legal guardian of a student who is less than 18 years of age.

If a student has unauthorized absences sufficient enough to jeopardize academic progress and it is determined that the student's parent or legal guardian is at fault for the absence, in accordance with §1003.24, Fla. Stat., the procedures under § 1003.26 & § 1003.27, Fla. Stat., shall be followed by the appropriate school personnel.

### ABSENCES

Absence is nonattendance of a student at school or in an approved educational activity/field trip or program on days when school is in session. Absence occurs when a student is not physically present at school or not participating in an approved school activity as defined under the compulsory school law. Students shall be counted absent and shall not be recorded as in attendance on that day.

- **EXCUSED ABSENCES:** The law allows absences for illness or medical care, death in the family, religious holidays, prearranged absences for educational purposes approved by an administrator, financial reasons and certain

other special circumstances or insurmountable conditions. A student with an excused absence is not subject to any disciplinary or academic penalties.

Parents may request and be granted permission for absence of a student from school for religious instruction or religious holidays (§ 1003.21(2)(b), Fla. Stat.).

- **UNEXCUSED ABSENCES:** An unexcused absence takes place any time a child is out of school for reasons not recognized in the law. In these cases, the child may be subject to academic penalties.
  - Elementary/Middle: Unexcused absenteeism sufficient enough to jeopardize academic progress at the elementary and middle school levels is defined as a student being absent without an acceptable reason five (5) times in a calendar month or ten (10) times in a 90 day calendar period.
  - High School: For each class in which the student has four or more unexcused absence(s) a grade of "F" shall be assigned for that nine (9) week grading period (§ 1001.53, 1003.21-27, 1003.31, Fla. Stat., LCS Policy 3.03, Compulsory Attendance (12)(b)4).

## TARDINESS

Tardiness is any arrival to school or class after the bell to begin has sounded without an approved excuse. Leaving school early before the end of the school day also falls under this category.

- **ELEMENTARY/MIDDLE:** Unless the reason for arriving late or leaving early is covered under Florida Statute, elementary and middle school students who are chronically tardy or who leave early without an acceptable excuse more than five (5) times in a calendar month or ten (10) times in a 90 day calendar period will be subjected to action as dictated by § 1003.27, Fla. Stat.

If it is determined that the parent is the cause of the chronic tardiness or early check out without an acceptable excuse, then a referral shall be made to the State Attorney's Office. For the purposes of this policy, tardiness and early check out without an acceptable excuse are seen as violations of § 1003.21, Fla. Stat. (compulsory attendance).

A parent or guardian may appeal an unexcused tardy or unexcused early check out if the parent or guardian has documented proof of a student's chronic illness as a reason for the tardiness or early check out.

- **HIGH SCHOOL:** A student who arrives to class over 10 minutes after the scheduled beginning time shall be recorded as late. Being "late" is equivalent to an unexcused absence. A student with four (4) or more unexcused absences and/or lates shall be assigned a grade of "F" for the nine-week marking period for that class (LCS Policy 3.03 Compulsory Attendance (12)(d)6).

## COMPULSORY ATTENDANCE & TRUANCY

Florida law (§ 1003.24, Fla. Stat.), requires each parent or guardian of a child who has attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, to be accountable for their child's school attendance. A student's primary teacher shall report to the principal or their designee if the student is exhibiting a pattern of non-attendance if the student accrues the following:

- at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or
- ten (10) unexcused absences, or absences for which the reasons are unknown, within a 90-day calendar period.

The following definitions apply with regard to truancy:

- ***Truant:*** one who is not in attendance, with or without approval of the parent or other person having charge of the student, and whose absence has not been excused.
- ***Habitual Truant:*** a student who has fifteen (15) unexcused absences within ninety (90) calendar days with or without the knowledge or consent of the student's parent or legal guardian.

If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, the Superintendent or their designee shall refer the case to the district staff and Child In Need of Services/Family In Need of Services (CINS/FINS) provider committee.

If the child has had more than fifteen (15) unexcused absences in a ninety (90) day calendar period, the superintendent or their designee may file a truancy petition pursuant to the Florida Statutory procedures (§ 984.151, Fla. Stat.) which may result in a court hearing.

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## *ASSESSMENT OVERVIEW*

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All students must participate in the Statewide Assessment Program as developed and/or implemented by the Florida Department of Education. Leon County Schools abides by this statutory requirement while also integrating other assessments to best monitor student progress. Both the state and district set specific levels of performance that students are expected to meet. Students who do not meet the performance levels for specific grade level assessments must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. Some grade levels also require a student meet specific levels of performance on statewide, standardized assessments to be promoted to the next grade or to graduate (§1008.25, §1003.4282, Fla. Stat.). Grade-specific assessment information is outlined within the Elementary, Middle, and High School sections of this plan.

The list below includes assessments administered in Leon County Schools. It is important to note that, other than the required statewide assessments, not all sites offer each assessment listed. Assessments not listed may be utilized at certain sites for the purpose of progress monitoring to guide instruction based on student need.

### **State Assessments**

- Florida Kindergarten Readiness Screener (FLKRS)
- Florida Standards Assessments (FSA)
- End-of-Course Assessments (EOC)
- FCAT 2.0 Science
- FCAT 2.0 Reading
- Florida Standards Alternative Assessment (FSAA)
- Florida Standards Access End-of-Course Assessments (Access EOC)
- ACCESS for ELLs 2.0

### **National Assessments**

- SAT 10
- Advanced Placement (AP)
- Postsecondary Readiness Competency Test (PERT)
- National Assessment of Educational Progress (NAEP)
- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

### **International Assessments**

- International Baccalaureate (IB)

## **OVERVIEW: FLORIDA STANDARDS ASSESSMENTS (FSA) AND END-OF-COURSE (EOC) ASSESSMENTS**

The Florida Standards Assessments measure a student's content knowledge and skills in English language arts and mathematics as established by the Florida Standards. Other content areas are included as directed by the State Commissioner of Education. The FSA for English language arts (ELA) are administered annually in grades 3 through 10. The statewide, standardized mathematics assessments shall be administered annually in grades 3 through 8. The

statewide, standardized science assessment shall be administered at least once at the elementary and middle grades levels.

Students may also be required to take end-of-course (EOC) assessments if they are enrolled in an EOC course. Specific grade-level information regarding EOC and other statewide, standardized assessments is embedded within the grade/level-specific sections of this plan.

#### **STATEWIDE ASSESSMENTS FOR STUDENTS WITH DISABILITIES**

A student with a disability, as defined in §1007.02, Fla. Stat., for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.

Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. However, instructional accommodations are allowed in the classroom if identified in a student's IEP. Students who use instructional accommodations that are not allowed on a statewide, standardized assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student's abilities. In cases such as this, the district must inform the parent in writing and provide the parent with information regarding the impact on the student's ability to meet expected performance levels. A parent must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on a statewide, standardized assessment and acknowledge in writing that he or she understands the implications of such instructional accommodations.

If a student's IEP states that computer-based administration of a statewide, standardized assessment will significantly impair the student's ability to perform, the assessment shall be administered in paper-pencil format.

For students with significant cognitive disabilities, the Department of Education shall provide for implementation of the Florida Standards Alternate Assessment [FSAA] to accurately measure the core curricular content established in the Florida Access Point Standards (English Language Arts and Mathematics) and the Next Generation Sunshine State Standards Access points (Science and Social studies). If the Individual Education Plan team recommends that the student take the Florida Standards Alternate Assessment [FSAA], in lieu of the FSA, parent consent must be given for participation in the FSAA.

Students with significant cognitive disabilities may also be required to take Access End-of-Course (Access EOC) assessments if they are enrolled in an Access EOC course (Access Civics, Access Algebra 1, Access Geometry, Access Biology 1, or Access United States History). Specific grade-level information regarding EOC and other statewide, standardized assessments is embedded within the grade/level-specific sections of this plan.

#### **STATEWIDE ASSESSMENT PROGRAM FOR ENGLISH LANGUAGE LEARNERS (ELL)**

All ELL students must participate in statewide, standardized assessments regardless of participation in an ESOL program. Allowable test accommodations will be provided as indicated in the state Test Administration Manual.

Exemption status may be reviewed if an ELL student has been receiving services in an ESOL program operated in accordance with an approved ELL Plan for less than one year, based on the date the student entered a United States School (DEUSS). If the majority of the student's ELL Committee determines that it is appropriate, a student may be given exemption status during the current FSA ELA administration. Parents must be notified if an ELL student receives accommodations and/or if a student is exempt from the FSA-ELA assessment. (Fla. Admin. Code R. 6A-6.0909, 6A-6.09091) The ELL Committee must document the rationale for the exemption and mandate that the ACCESS for ELLs 2.0 be administered to the ELL student.

DOE's determination is not a license to exempt all ELL students from the FSA-ELA. Instead, the principal and the ELL Committee in each school must make individual decisions about what is best for the child, what realistically can be learned from the assessment when administered to a new ELL student, and the impact of any ESOL exemptions on the school's compliance with school grading criteria as well as adequate yearly progress requirements for NCLB.

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## *PROGRESSION, SUPPORT, AND ACCELERATION*

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The Leon County School Board is dedicated to the total and continuous development of each student. The professional staff of the school system has the responsibility to develop administrative procedures to ensure the placement of each student in the subject, grade level, or special program best suited to meet the student's academic needs with consideration given to social, emotional and physical development.

It is expected that all students will make progress annually and demonstrate appropriate reading ability sufficient to move to the next grade level or to graduate in a timely manner.

### STATE STANDARDS AND PROGRAMS OF STUDY

Leon County Schools is required to teach, and students are required to meet state curriculum standards as defined by the Florida Department of Education. State-adopted standards establish the core content of the curricula to be taught in the state and specify the core content knowledge and skill that public school students in kindergarten through grade 12 are expected to acquire. All teachers are expected to be proficient in teaching those standards that are applicable to the course, subject, and grade level of their students. The grading system employed by Leon County Schools represents each student's level of performance based on achievement of these standards.

Leon County Schools' implements a standards-based instructional approach reflecting state and local requirements for K-12 education, using the Next Generation Sunshine State Standards (NGSSS)/and Florida Standards (FS). You can find more information on both sets of standards by visiting: [www.cpalms.org/public](http://www.cpalms.org/public). While specific programs of study are described in the level-specific sections of this plan, listed are the district's standards-based content areas of focus:

- English Language Arts (FS)
- Mathematics (FS)
- Science (NGSSS)
- Social Studies (NGSSS)
- Health Education (NGSSS)
- Fine and Practical Arts (NGSSS)
- World Languages (NGSSS)

### SOCIAL PROMOTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

The district school board may only exempt students from mandatory retention, as provided in § 1008.25(5)(b), Fla. Stat., for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties (§ 1008.25(6)(a), Fla. Stat.).

### EXCEPTIONAL STUDENT EDUCATION

The Individual Educational Plan (IEP) team will determine if an ESE student will follow the Florida Standards or Florida Standards Access Points. This decision will be documented on the IEP, with every attempt to ensure that the ESE student has the opportunity to follow the Regular Florida Standards. If the Individual Education Plan team recommends that the student follow the Florida Standards Access Points, the parent must give consent for instruction using these Florida

Standards Access Points. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP and reported periodically to parents.

A student with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression. If the student's IEP team has determined the student should follow a modified curriculum aligned with the Florida Standards Access Points, the student's IEP team will make the recommendation for promotion based upon progress toward mastery of the Access Points and the student's annual goals.

#### **ENGLISH LANGUAGE LEARNERS**

Promotion requirements for ELL students shall be the same as for general education students. Promotion decisions may not be made for an individual ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or the district's formal or informal assessment process. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. No ELL student can be denied promotion based solely on limited English proficiency.

Retention of ELL students must be determined by a school's ELL Committee except in the case of mandatory retention for reading deficiencies in grade 3. Level of English proficiency may not be a primary consideration for retention. Retention decisions may not be made for an individual ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or the district's formal or informal assessment process.

#### **ANNUAL REPORTS TO PARENT**

The district school board must annually report, to the parent of each student, the progress of the student towards achieving state and district expectations for proficiency in English Language Arts, science, social studies and mathematics, including the student's results on each statewide, standardized assessment.

The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in the format adopted by the district school board (§ 1008.25(8)(a), Fla. Stat.).

#### **Report Cards**

Student report cards for elementary, middle, and high school students shall be issued after each grading period. The report cards must clearly depict and grade the students based on academic performance as it relates to the state-approved standards. The report card must also include conduct, behavior, and attendance (including absences and tardiness).

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion (§ 1003.33, Fla. Stat.). Grade-level specific information regarding promotion and progression are located in subsequent sections of this plan.

Teachers are required to provide their grading/assessment criteria in written form to the principal, students, and parents within two weeks of the beginning of class. No grade will be assigned without a plan approved by the principal, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

#### **Public Notice**

The District must annually publish on the district website and in the local newspaper the following information on the prior school year (§ 1008.25 (8)(b), Fla. Stat.).

1. The provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in Grades 3-10 performing at levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. The total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year

## PROGRESS MONITORING

Any student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. Any student who is not meeting the school district or state requirements for satisfactory performance in English language arts and mathematics must be covered by one of the following plans:

1. A federally required student plan such as an individual education plan;
2. A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal;  
or
3. An individualized progress-monitoring plan.

Reading intervention placement and progress monitoring must follow the guidelines established in Fla. Admin. Code R. 6A-6.054.

The Progress Monitoring Plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student. The plan should include:

1. Identification of the specific diagnosed academic needs to be remediated;
2. Identification of the success-based intervention strategies to be used;
3. Identification of the remedial instruction to be provided; and
4. Identification of the monitoring and re-evaluation activities to be employed.

## MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Previously Problem Solving (PS)/Response to Intervention (Rti)

The Leon County School District is committed to the implementation of a multi-tiered system of supports to integrate and align efforts to improve educational outcomes and meet the educational needs of all students. The district provides high quality intervention matched to student needs and uses learning rate and level of performance to inform instructional decisions, including decisions regarding promotion, acceleration, retention, and remediation. A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

This problem-solving method and the systematic use of data at the district, school, grade, class, and individual levels guide decisions about the allocation of resources and intensity of interventions needed to improve learning and/or behavior. It is a general education process and no one tier represents special education. MTSS is composed of three tiers:

- Tier 1: Core Curriculum: All students, including students who require curricular enhancements for acceleration
- Tier 2: Strategic Interventions: Students who need more support in addition to the core curriculum
- Tier 3: Comprehensive and Intensive: Students who need individualized interventions

#### ACCELERATED PROMOTION (§ 1002.3105, FLA. STAT.)

Accelerated promotion is the assignment of a student to a higher grade that results in the student skipping a grade or part of a grade based on achievement by the student of the standards established by the district and evidence that the student will benefit more from the instructional program at the advanced grade level. Leon County Schools provides program offerings that present accelerated opportunities to all students at all grade levels with sufficient documentation.

#### ACCELERATION OPTIONS

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options provide academically challenging curriculum or accelerated instruction to eligible public school students in grades K-12. At a minimum, each school must offer the ACCEL options, which may include but not be limited to:

- Whole grade promotion;
- Midyear promotion;
- Subject matter acceleration;
- Virtual instruction in higher grade level subjects;
- and the Credit Acceleration Program under § 1003.4295, Fla. Stat.

Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to § 1003.492 & § 1008.44, Fla. Stat., work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

Information about these options shall be made available to the parents by the school pursuant to § 1002.3105, § 1003.492, & § 1008.44, Fla. Stat.

#### ELIGIBILITY AND PROCEDURAL REQUIREMENTS FOR ACCELERATION OPTIONS

The following criteria will be used for accelerated grade placement:

1. Extremely high academic achievement in standardized test scores, grades, and daily performance indicating achievement and academic aptitude two or more years above grade level
2. A minimum of absences and/or transfers
3. Comments and recommendations of previous teachers
4. Reports from previous years indicating above average academic progress
5. Demonstrated mastery in reading, language, science, and mathematics two or more years above grade level based on current state standards
6. Successful completion of appropriate enrichment strategies
7. Evidence that the student will benefit more, academically and emotionally, from an advanced assignment than from one based on chronological age
8. Students in 4th and 5th grade that earned a Level 4 or 5 in ELA or Math on the prior year statewide assessment are eligible to take accelerated courses using virtual school. Options may vary slightly by school and include advancing to the next grade level for some coursework in a face-to-face setting or through virtual school.
9. Students in Kindergarten and first grade must meet the age requirements as set forth in § 1003.21, Fla. Stat.

All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in above grade level courses. If a student participates in an ACCEL option pursuant to a parent's

request, a performance contract must be executed by the student, the parent, and the principal. If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal. All parents and students shall be notified of the opportunities for academic acceleration.

The final decision for accelerated grade placed is at the sole discretion of the school principal, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

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## *VIRTUAL EDUCATION*

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### **VIRTUAL INSTRUCTION OPTIONS**

As defined in F.S. 1002.45 of the Florida K-20 Education Code, a virtual instruction program (VIP) is a "program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time and space."

Pursuant to F.S. 1002.20 (6)(a) ; F.S. 1002.45 (1)(2)(b); and Leon County School Board policy 2370.01, the District shall provide enrolled students within its boundaries the following options for participation part-time or full-time in virtual instruction, kindergarten through grade 12:

1. through courses delivered in the traditional school setting by instructional staff providing direct instruction through either virtual instruction or by blending traditional and online instruction
2. through enrollment in the Florida Virtual School
3. through enrollment with Virtual Instruction Providers approved by the Florida Department of Education (FLDOE)
4. through enrollment in an online course offered by any other Florida school district
5. through participation in the District-operated part-time or full-time VIPs organized under F.S. 1002.45(1).

### **DISTRICT REQUIREMENTS FOR VIRTUAL INSTRUCTION**

Beginning with students entering grade 9 in 2011-2012, at least one (1) of the 24 credits required for graduation must be earned through online or blended learning. The District shall provide access to enroll in courses available through one of the District options for virtual instruction and shall award credit for successful completion. Access to online courses is available to students during and after the normal school day and through summer school enrollment. A public school student will not be required to take an online course outside the regular school day in addition to the student's courses for a given semester or on school grounds.

The purpose of the options listed above is to make instruction available to District students using online and distance education technology in either a traditional classroom or in a non-traditional classroom ( primarily outside of public school buildings). If the student and his/her parents select part-time or full-time instruction delivered by providers approved by the FLDOE, they will have the right to select from the list of approved providers.

The District may offer a full-time or part-time program of core courses for students in grades 9 through 12 enrolled in dropout prevention; academic intervention; Department of Juvenile Justice (DJJ); or community colleges in order to meet class size requirements.

### **VIP ASSESSMENT AND ACCOUNTABILITY**

The school district will require student compliance with the compulsory attendance requirements of F.S.1003.21 and will verify student attendance as required by F.S.1002.45 (6)(a).

Pursuant to F.S. 1002.45 (3), in all VIPs provided by Leon County Schools, curriculum and content will be aligned to state standards under F.S.1003.41. The virtual instruction will be "designed to enable students to gain proficiency in each course." Course credits will be awarded for successful completion of virtual courses. For courses requiring a statewide, standardized end-of-course (EOC) exams, credit will be awarded pursuant to District policy.

As stipulated in F.S. 1002.45 (6)(b), all VIP students (part-time and full-time) will take the state assessment tests, including required EOC exams, and the District will provide access to testing facilities.

As stipulated in F.S.1002.45 (8), all full-time VIPs will participate in Florida’s education performance accountability system under F.S.1008.31 and will receive a school grade or a school improvement rating, as applicable. A VIP receiving a school grade of “D” or “F” must file a school improvement plan with FLDOE.

The performance of part-time students in grades 9 through 12 will not be included for purposes of school grades for the VIP. However, their performance will be included for those purposes by the non-virtual school providing the students’ primary instruction. The FDOE will “develop an evaluation for part-time programs to include percentage of students making learning gains; passing required end-of-course assessment; taking Advanced Placement (AP) exams; and scoring 3 or higher on AP exams.”

#### WRITTEN PARENT NOTIFICATION OF VIP

The District must provide parents with timely written notification of a least one (1) open enrollment period for full-time students that consists of 90 days or more and ends 30 days before the first day of the school year.

The VIP written notification will be distributed annually during the prior school year’s third grading period to notify parents prior to the open enrollment period for the upcoming school year.

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### *HOME EDUCATION (HOMESCHOOLING)*

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Home education is defined as the sequentially progressive instruction of a student directed by his or her parent or guardian in order to satisfy Florida’s requirement for compulsory education. The home educator is not required to hold a teaching certificate. However, parents assuming responsibility for educating a child at home must also assume the responsibility for providing curriculum, educational materials, and evaluations necessary to determine student progress. The district does not supply textbooks, curriculum guides, teaching materials, or educational standards for the home education student. (§ 1002.01, § 1002.41, § 1003.01(4), & § 1003.21(1), F.S.)

#### PARENT RESPONSIBILITIES

To establish a home education program under § 1002.41, F.S., a parent must take the following steps:

1. Notify the school superintendent of the district in which the parent resides of the intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be registered as students in a home education program. The notice shall be submitted to the district school superintendent’s office within 30 days of the establishment of the home education program.
2. Submit a written notice of termination of the home education program to the district school superintendent’s office within 30 days after said termination.
3. Maintain a home education work portfolio for each home education student including the following:
  - a. A log of educational activities which is made contemporaneously with the instruction and which designates by title any reading materials used.
  - b. Samples of any writings, worksheets, workbooks or creative materials used or developed by the student.
4. The portfolio shall be preserved by the parent for two (2) years and shall be made available for inspection by the district school superintendent, or designee, upon 15 days’ written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.
5. Provide for an annual evaluation documenting the home education student’s demonstration of educational progress at a level commensurate with his/her ability. The parent shall select the method of evaluation and shall submit an evaluation report annually to the district school superintendent’s office. The annual educational evaluation shall consist of one of the following options:

- a. A teacher selected by the parent shall evaluate the student's educational progress by reviewing the portfolio and conducting a discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level.
- b. The student shall take any nationally normed student achievement test administered by a certified teacher.
- c. The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district.
- d. The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provisions of § 490.003(7) or (8), F.S.
- e. The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the school superintendent of the district in which the student and parent reside.

The district school superintendent's office shall review and accept the results of the annual educational evaluation of the home education student. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent's office shall notify the parent, in writing, that such progress has not been achieved. The parent shall have one (1) year from the date of receipt of the notification to provide remedial instruction to the student. At the end of the one-year probationary period, the student shall be reevaluated as specified in § 1002.41 (1)(c), F.S.

The continuation of the home education program shall be contingent upon the student's demonstrating educational progress commensurate with his/her ability at the end of the probationary period.

#### **SCHOOL DISTRICT RESPONSIBILITIES**

##### **Exceptional Student Education Services**

Home education students who are gifted with an approved Educational Plan (EP) or have identified disabilities and who qualify for Exceptional Student Education (ESE) services shall be allowed to participate in those programs offered in the public schools consistent with an approved ESE Service Plan (SP). Parents/guardians can request a formal evaluation for the purpose of determining for eligibility for ESE services. As appropriate, parents shall be involved in the development of the student's Service Plan.

#### **PARTICIPATION IN HOME ZONE SCHOOL ACTIVITIES**

Home education students shall be allowed to participate in middle and high school extra-curricular and interscholastic extra-curricular activities at their home zone schools and may take courses associated with those activities, provided the students meet the same requirements as public school students. Home education students who participate in activities at their home zone schools are subject to the same rules and regulations as full-time students.

#### **ENROLLMENT IN CLASSES AT THE HOME ZONE SCHOOL**

Home education students shall be allowed to enroll in any classes offered at their home zone school for part of the day. Enrollment in non-ESE classes shall be on a space-available basis and with prior approval of the district school's principal. Home education students who attend classes at their home zone school must meet the same requirements as the full-time students.

#### **TRANSPORTATION**

The district does not provide transportation for home education students to attend classes or activities at their home zone schools. Parents are responsible for transportation to and from the school. The school principal will establish the time and place for arrival and departure of home education students.

#### **FIELD TRIPS AND OTHER SCHOOL ACTIVITIES**

With the exception middle and high school extra-curricular and interscholastic extra-curricular activities, home education students may not participate in activities or field trips sponsored by a district school unless enrolled in a related program or class at the school.

Home school students may participate in districtwide community-sponsored activities that include on-public school students, such as history and science fairs or spelling and speech contests.

#### TESTING SERVICES

Although home education students are not required by State law to take any districtwide or statewide assessments, the district will provide opportunities for home education students to take those assessments at their home zone schools, at no cost to the students. Parents must contact the district to request permission to test. Arrangements to take exams in advanced placement (AP) courses must be made through the teacher of the course.

The Florida Department of Education requires that scores resulting from any districtwide or statewide assessment taken by a home education student be submitted to the district as the annual evaluation of the student's progress.

The district will not arrange or pay for any other assessments or evaluations selected by home education parents.

#### COMPLETION OF A HOME EDUCATION PROGRAM

The school district is not authorized to award high school diplomas for students who complete their high school courses through a home education program. Although home education students are not eligible to receive the regular high school diploma, they may take the General Education Development (GED®) exam at an approved education center and will be awarded a diploma for a passing score.

*Note:* SEE K-12 GENERAL GUIDELINES: ENROLLMENT FOR MORE INFORMATION

## SECTION II: ELEMENTARY EDUCATION (K-5)

### STANDARDS-BASED PROGRAM OF STUDY

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#### PROGRAM OF STUDY

The Leon County Schools K-5 education program of study is aligned to standards adopted by the state of Florida. As addressed in Section I, information regarding those standards can be located at [www.cpalms.org/public](http://www.cpalms.org/public).

- English Language Arts
- Mathematics
- Science Social Studies
- Physical Education
- Art
- Music

In addition to the above required areas of study, K-5 curriculum also includes:

- **Health Education:** Students in grades K-5 will be provided 150 minutes of physical education each week (§1003.455, Fla. Stat.) Physical education shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide significant health benefit to students, subject to the differing capabilities of students. The requirement shall be waived for a student who meets one of the following criteria\*:
  1. The student is enrolled or required to enroll in a remedial courses;
  2. The parent requests in writing by completing the waiver request form and submitting to the principal that the student is enrolled in another enrichment or elective course; or
  3. The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

\*Parents will be notified annually of the waiver options prior to scheduling of classes for the following school year.

- **Recess:** In addition to the physical education requirements above students shall be provided at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day. §1003.455(6), Fla. Stat.
- **Character Education:** Leon County Schools has adopted character education in the elementary school that is secular in nature. The curriculum stresses the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation (§ 1003.42(2)(s), Fla. Stat.).
- **Integrated Areas of Study:** Topics which are not course specific, but are supported by state statute, will be integrated into the curriculum (§1003.42, Fla. Stat.).

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### PERFORMANCE STANDARDS, PROGRESSION, & SUPPORT

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#### KINDERGARTEN READINESS SCREENING

The statewide kindergarten screening must be administered to each student in the school district within the first 30 school days of each school year as outlined in § 1002.69(1), Fla. Stat. This screening assesses the readiness of each student for kindergarten based upon the performance standards adopted by the DOE under § 1002.67(1), Fla. Stat., for the Voluntary Prekindergarten Program.

The Florida Kindergarten Readiness Screener (FLKRS) implemented by the Department of Education consists of the STAR Early Literacy assessment.

## FLORIDA STANDARDS ASSESSMENTS (FSA) AND FCAT 2.0 SCIENCE

At the elementary level, the FSA for English language arts and mathematics is administered annually for third, fourth, and fifth graders. The state determines passing scores for these assessments and students who do not meet the set performance levels on these assessments shall be evaluated for the nature of the deficiency and provided with targeted instructional support. Please see the MANDATORY THIRD GRADE RETENTION REQUIREMENTS section for additional third-grade promotion requirements.

The FCAT 2.0 Science assessment is administered to fifth graders.

## REGULAR PROMOTION

The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information in terms of appropriate instructional goals established by the Florida Department of Education's NGSSS or FS. The primary responsibility for authorizing grade placement for the next year is that of professional staff members, subject to review and approval of the principal and superintendent, and subject to state statute, the rules of the State Board of Education and/or the Leon County School Board. The only exception is the Mandatory Grade 3 Retention (§ 1008.25(5)(b), Fla. Stat.).

### **Social Promotion**

As stated in the K-12 GENERAL GUIDELINES, no student shall be assigned to a grade level based solely on age or other factors that amount to social promotion or administrative placement; however, this does not prevent students from being promoted based upon exemption according to state law and district policy.

The student's growth toward the accomplishment of state and district identified minimum levels of performance in English Language Arts, mathematics, science, and social studies shall be the primary consideration in promotion/retention decisions. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based instruction/interventions implemented with fidelity (§ 1008.25(2)(b), Fla. Stat.).

When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

- The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to § 1008.22, Fla. Stat.;
- The student's final passing grade in the grade-specific core course;
- The student's attendance;
- Recommendations from one or more of the student's teachers in core-curricula courses as outlined in §1003.01(14)(a-e)

## TARGETED INSTRUCTIONAL SUPPORT

All students shall be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive targeted, intensive instructional support in order to accelerate the student's rate of progress towards standards.

## STUDENTS WITH DISABILITIES

Students with disabilities who are instructed using regular standards must meet the same promotion requirements as general education students. These students may have accommodations that help them to compensate for the effects of their disabilities.

Accommodations are made in the area of instruction and assessment. Expectations for student achievement do not change when accommodations are used.

## GRADE LEVEL PROMOTIONAL STANDARDS

### Kindergarten

Promotion of students in Kindergarten will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each FS at 70% or greater in English Language Arts (ELA) and Mathematics
- Attain a grade equivalent (GE) score of 1.0 GE by year's end on an individualized assessment in the subjects of ELA and math
- Exhibit letter and sound fluency equal to kindergarten end-of-year expectations

### First Grade

Promotion of students in First Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each FS at 70% or greater in ELA and Mathematics
- Attain a grade equivalent (GE) score of 2.0 GE by year's end on an individualized assessment in the subjects of ELA and math
- Read with accuracy and fluency equal to first grade end-of-year expectations

### Second Grade

Promotion of students in Second Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each FS at 70% or greater in ELA and Mathematics
- Attain a grade equivalent (GE) score of 3.0 GE by year's end on an individualized assessment in the subjects of ELA and math
- Read with accuracy and fluency equal to second grade end-of-year expectations

### Third Grade

Promotion of students in Third Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each FS at 70% or greater in ELA and Mathematics
- Attain a grade equivalent (GE) score of 4.0 GE by year's end on an individualized assessment in the subjects of ELA and math
- Read with accuracy and fluency equal to third grade end-of-year expectations
- Score at Level 3 or higher on FSA English Language Arts and mathematics

*Note:* Please see the **Mandatory Third Grade Retention Requirements** section for additional third-grade promotion requirements.

### Fourth Grade

Promotion of students in Fourth Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each FS at 70% or greater in ELA and Mathematics
- Attain a grade equivalent (GE) score of 5.0 GE by year's end on an individualized assessment in the subjects of reading and math
- Read with accuracy and fluency equal to fourth grade end-of-year expectations
- Score Level 3 or higher on both FSA Reading and Mathematics

## **Fifth Grade**

Promotion of students in Fifth Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each FS at 70% or greater in ELA and Mathematics
- Attain a grade equivalent (GE) score of 6.0 GE by year's end on an individualized assessment in the subjects of reading and math
- Read with accuracy and fluency equal to fifth grade end-of-year expectations
- Score Level 3 or higher on both FSA Reading, Mathematics and FCAT 2.0 Science

## **REPORTING TO PARENTS**

Parents will be notified in writing:

- If a student's progress is below the standards established for the student's grade placement.
- If the student is not progressing satisfactorily in any subject.
- If the student is being considered for retention.
- When the current and proposed supplemental remedial services are being provided to the child.
- To explain that if the reading deficiency is not remediated by the end of grade 3, the child will be retained, unless promoted with good cause exemption.
- To outline the student's results on each statewide assessment.

In addition, parents must be notified annually of their child's progress towards achieving state and district expectations for proficiency in reading, writing, mathematics, science, and social studies.

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## *PROGRESSION ALTERNATES*

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### **ACCELERATION**

Accelerated promotion is designed for a student with exceptionally high achievement who possesses physical and social/emotional maturity such that the student may benefit from assignment to a higher grade level than the one to which the student would normally be assigned. An elementary student may be granted an accelerated promotion from an elementary school to a middle school. It will be the principal's responsibility to make a recommendation of acceleration to the Superintendent or his designee, who will make the final decision, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

### **PROMOTION WITH INTERVENTIONS**

Students who have not mastered grade level benchmarks in reading and/or math may be promoted with interventions in lieu of retention based on the recommendation of the classroom teacher and principal. A student promoted with interventions must receive a minimum of thirty additional minutes of remedial instruction per day in the deficient area. In addition, documentation of the interventions provided to the child and consistent progress monitoring to determine the effectiveness of the interventions will be required throughout the school year.

Parents are to be notified that the child is being promoted with interventions through a letter or conference.

### **RETENTION**

Student retention is to be used as the last resort to provide students with additional time to master skills required for success in the next higher grade. Any student being considered for possible retention should be referred to the school-based MTSS team (see MTSS in K-12 GENERAL GUIDELINES for more information). Parents are to be notified of the fact that retention is being considered through progress alerts, quarterly report cards, and/or a letter. The principal in

collaboration with the designated director has the final decision, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

Prior to retention, students must receive documented remediation as required by the progress monitoring/MTSS plan.

Students with disabilities on regular standards must meet the same promotion requirements as general education students. These students may have accommodations that help them to compensate for the effects of their disabilities. Accommodations are made in the area of instruction and assessment. Expectations for student achievement do not change when accommodations are used. It is the principal's responsibility to recommend retention for a student on Special Student Progression based upon information from the Individual Educational Plan (IEP) team.

The IEP team's decision to recommend retention for a student with significant cognitive disabilities on Access Point standards is based upon lack of progress toward mastery of IEP annual goals and lack of mastery of FS and/or NGSSS Access Points. A student who does not show progress toward mastery of the IEP annual goals may be retained.

School personnel considering retention of an English Language Learner (ELL) student should consult with the ELL Committee. A formal retention recommendation regarding an ELL student may be made through action of an ELL Committee (Fla. Admin. Code R. 6A-1.09432(6)).

### **Students Who Become Retained**

Students who are retained must be given a different educational experience from the one they had previously in that grade. The nature of this experience will be determined by the school staff through a diagnosis of each student's needs and shall include consideration of the student's learning style.

Any decision as to promotion or retention of a student after the school year begins should be examined on a case-by-case basis using all available student data

### **STUDENTS WITH DISABILITIES ELEMENTARY PROGRESSION**

The Individual Educational Plan (IEP) team will determine if a student with a disability will follow the Florida Standards or Florida Standards Access Points. This decision will be documented on the IEP, with every attempt to ensure that the ESE student has the opportunity to follow the Regular Florida Standards. If the Individual Education Plan team recommends that the student follow the Florida Standards Access Points, the parent must give consent for instruction using these Florida Standards Access Points. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP.

A student with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression. If the student's IEP team has determined the student should follow a modified curriculum aligned with the Florida Standards Access Points, the student's IEP team will make the recommendation for promotion based upon progress toward mastery of the Access Points and the student's annual goals.

It is the principal's responsibility to recommend promotion of a student on Access Points based on information from the IEP team, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

The IEP team's decision to recommend promotion of a student to the principal should be based on progress toward mastery of Access Points, progress toward mastery of his/her annual goals, and may include additional factors. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP and periodically reported to parents.

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### ***MANDATORY THIRD GRADE RETENTION REQUIREMENTS***

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To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under § 1008.22, Fla. Stat., for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under § 1008.22, Fla. Stat., for grade 3, the student must be retained.

## PARENT NOTIFICATION

The parent of any student who exhibits a substantial deficiency in reading, must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading.
- A description of the current services that are provided to the child.
- A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency

The statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available for 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, (§ 1008.25, Fla. Stat.).

## PROMOTION FOR GOOD CAUSE

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. Good cause exemptions, as outlined in Florida Statute, are as follows:

- **Exemption 1:** Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
- **Exemption 2:** Students with significant cognitive disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education Rule.
- **Exemption 3:** Students who demonstrate an acceptable level of performance on an alternate standardized reading assessment approved by the State Board of Education.
- **Exemption 4:** Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the content standards in reading equal to at least a Level 2 performance on the statewide standardized reading assessment.
- **Exemption 5:** Students with disabilities who take the statewide English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
- **Exemption 6:** Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.
- **Exemption 7:** Students who have received intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

Florida Statute § 1008.25(6)(c), requires that requests for good cause exemptions for students from the mandatory retention requirement must include the following:

- Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record.
- Discussion between the teachers and the school principal to review the recommendation and make the determination if the student should be promoted or retained.
- The principal submits the recommendation in writing through the area director to the superintendent.
- The superintendent accepts or rejects the recommendation in writing.

## PROGRESSION FOR RETAINED THIRD GRADE READERS

Retained students whose reading deficiency has not been remediated by the end of third grade must be provided intensive interventions in reading, to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.

This intensive intervention must include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

The district shall:

- Provide third grade students who are retained with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district's summer reading camp and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:
  - Integration of science and social studies content within the 90-minute block
  - Small group instruction
  - Reduced teacher-student ratios
  - More frequent progress monitoring
  - Tutoring or mentoring
  - Transition classes containing 3rd and 4th grade students
  - Extended school day, week, or year
  - Provide written notification to the parent of a student who is retained 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. The notification must comply with the provisions of § 1002.20(15), Fla. Stat. and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
  - Implement a policy for the midyear promotion of a student retained who can demonstrate that he or she is a successful and independent reader and performing, at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that the school district may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.
  - Provide students who are retained with a highly effective high-performing teacher as determined by the teacher's performance evaluation under § 1012.34, Fla. Stat.
  - Establish at each school, when applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score Level 1 on the required statewide, standardized assessment. The focus of the Intensive Acceleration Class shall be to increase a child's reading and English Language Arts skill level at least two grade levels in 1 school year.
    - The Intensive Acceleration Class shall:
      - Be provided to a student in grade 3 who scores Level 1 on the statewide, standardized Reading assessment or upon implementation, the English Language Arts assessment, and who was retained in grade 3 the prior year because of scoring Level 1.
      - Have a reduced teacher-student ratio.
      - Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas.
      - Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.

- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of speech-language therapist.

The district reports to the State Board of Education on the specific intensive reading interventions and supports implemented at the school district level (§ 1008.25(7)(b)9, Fla. Stat.). The district will provide a student, who has been retained in Grade 3 and has received intensive instructional services but is still not ready for grade promotion, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency.

#### **MID-YEAR PROMOTION**

Mid-year promotion of a retained 3rd grade student may occur once the student has demonstrated the ability to read at or above grade level and is ready to be promoted to 4th grade. Tools that may be used in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews (§ 1008.25(7)(b)4, Fla. Stat.).

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. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills (§ 1008.25(7)(b)3, Fla. Stat.)

#### **STUDENT READING INTERVENTION**

Any elementary student who exhibits a substantial deficiency in reading based on locally determined assessments, statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

For elementary students not participating in the statewide reading assessment, substantial deficiency in reading is measured by a normed percentile score. For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the Florida Standards Assessment Test (FSA) in Reading. Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one on one. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

The reading proficiency of students transferring in to the district will be evaluated to determine if remediation is appropriate (§ 1008.25, Fla. Admin. Code R. 6A-6.054(1)).

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### *REPORTING STUDENT PROGRESS*

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#### **REPORT CARDS**

Report cards shall be issued to students in grades K-5 each nine weeks to inform parents of the child's progress. Grades on report cards must clearly reflect the student's level of achievement. The final report card for the school year will indicate the following designations:

- Promoted
- Promoted with Interventions
- Retained

No penalty or reward shall be reflected in a student’s academic grade for his/her conduct. Report cards will contain separate designations for:

- Behavior
- Work/Study Skills

## PROGRESS ALERTS

Parents of students in grades K-5 shall receive a progress alert if there are concerns about the student’s social/academic/development progress. Progress alerts should be sent home no later than the last day of each grading period.

Progress for ESE students on annual goals must be monitored and periodically reported to parents. The IEP team must review the student’s IEP at least annually to determine whether annual goals are being met. The IEP may be revised at any time to address any lack of expected progress toward annual goals or in the general curriculum.

## CONFERENCES

Conferences regarding individual student achievement will be held with parents/guardians during the first nine-weeks for grades K through 1 and the first semester of school for all students in grades 2 through 5. A conference will be held during the third nine weeks for all K-5 students not meeting minimum proficiency levels.

## GRADING SCALES

### *Kindergarten & First-grade*

The Report Card uses the letter grades “A, B, C, and N” for students working on grade level. These grades are not based on a student’s work on his/her own instructional level, but reflect the student’s performance as outlined by the Grade Level Benchmarks.

**A** - Student has learned and can use at least 90% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets high quality standards

**B** - Student has learned and can use at least 80% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets high quality standards

**C** - Student has learned and can use at least 70% of the skills/concepts/process outlined by the grade level state standards taught during the nine weeks and daily work consistently meets acceptable standards

**N** - Student has learned and can use less than 70% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks or daily work is inconsistent in meeting acceptable standards

*Note:* The percentages indicated for the letter grades above should not be interpreted as a statistical percentage of the benchmarks within a domain. Individual benchmarks may be more or less inclusive in their coverage of the breadth of an area and benchmarks may differ in degree of complexity. These factors must be considered when a teacher is determining if a student has achieved the requisite, percentage of the skills/concepts/processes outlined by the standards and therefore, should be assigned a certain grade.

### *Second-grade through fifth-grade*

The Report Card uses the letter grades “A, B, C, D, and F” for students working on grade level. These grades are not based on a student’s work on his/her own instructional level, but reflect the student’s performance as outlined by the Grade Level Benchmarks.

**A** - Student has learned and can use at least 90% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets high quality standards

**B** - Student has learned and can use at least 80% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets high quality standards

**C** - Student has learned and can use at least 70% of the skills/concepts/process outlined by the grade level state standards taught during the nine weeks and daily work consistently meets acceptable standards

**D** - Student has learned and can use at least 60% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks or daily work is inconsistent in meeting acceptable standards

**F** - Student has learned and can use less than 60% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks or daily work does not meet acceptable standards most of the time

*Note:* The percentages indicated for the letter grades above should not be interpreted as a statistical percentage of the benchmarks within a domain. Individual benchmarks may be more or less inclusive in their coverage of the breadth of an area and benchmarks may differ in degree of complexity. These factors must be considered when a teacher is determining if a student has achieved the requisite, percentage of the skills/concepts/processes outlined by the standards and therefore, should be assigned a certain grade.

#### Access Course GRADING SCALES

**A** – Student has learned and can use at least 90% of the skills/concepts/ processes outlined by the Grade Level Access Points taught during the nine weeks and daily work consistently meets high quality standards.

**B** – Student has learned and can use at least 80% of the skills/concepts/ processes outlined by the Grade Level Access Points taught during the nine weeks and daily work consistently meets high quality standards.

**C** – Student has learned and can use at least 70% of the skills/concepts/ processes outlined by the Grade Level Access Points taught during the nine weeks and daily work consistently meets high quality standards.

**D** – Student has learned and can use at least 60% of the skills/concepts/ processes outlined by the Grade Level Access Points taught during the nine weeks and daily work consistently meets high quality standards.

**E**– Student has learned and can use less than 60% of the skills/concepts/ processes outlined by the Grade Level Access Points taught during the nine weeks and daily work consistently meets high quality standards.

#### KINDERGARTEN GRADE REPORTING

To assist students and parents in the transition to kindergarten, letter grades will not appear on report cards for kindergarten students at the end of the first nine weeks. Parents will attend a conference with the teacher to discuss their child’s academic progress. Following this initial conference, letter grades will appear on subsequent report cards to be distributed at the end of each grading period.

#### Behavior and Work/Study Skills

The codes below indicate a student’s performance in relation to behavior and work/study skills:

**E** - Student is very consistent in demonstrating all characteristics listed under Behavior and Work/Study Skills

**S** - Student demonstrates characteristics listed under Behavior and Work/Study Skills most of the time

**N** - Student is inconsistent in demonstrating the characteristics listed under Behavior and Work/Study Skills

✓ - Student consistently demonstrates this individual behavior/skill

## SECTION III: MIDDLE SCHOOL (6-8)

### STANDARDS-BASED PROGRAM OF STUDY

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The program of study adopted by the Leon County School Board reflects state and local requirements for middle school education. For grades 6 through 8, the following areas of study are required: English Language Arts, mathematics, science, social studies (to include Civics), career and education planning, health and physical education, and elective study.

Middle school students must adhere to requirements of the state of Florida as well as those set by the Leon County School Board. Leon County Schools implements a standards-based instructional model tied directly to the state-adopted standards.

While general information about state standards ([www.cpalms.org/public](http://www.cpalms.org/public)) and programs of study is addressed in the K-12 GENERAL GUIDELINES section, it is important to note that middle school students also must take a course in the area of Career and Education Planning.

#### REQUIRED COURSEWORK

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

- *English/Language Arts*
  - (3) year-long middle grades or higher courses in English Language Arts (ELA)
- *Mathematics*
  - (3) year-long middle grades or higher courses in mathematics.
  - Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit.
    - To count as a middle school math credit, the completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment; however, to earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment, and pass the course. This requirement is in place because a student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- *Social Studies*
  - 3 year-long middle school or higher social studies courses
  - One of the required social studies courses must be in civics education. The course content and assessment requirements are listed below:
    - the roles and responsibilities of federal, state, and local governments;
    - the structures and functions of the legislative, executive, and judicial branches of government;
    - the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
  - A student's performance on the statewide, standardized Civics EOC assessment required under § 1008.22, Fla. Stat., 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, a 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 transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

- *Science*

- 3 year-long middle grades or higher courses in science.
- To count as a middle school science credit, completion of a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under § 1008.22, Fla. Stat.; however, to earn high school credit for a Biology I course, a middle school student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

- *Health Education*

- Middle school curriculum includes comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; personal health; prevention and control of disease; and substance use and abuse (§ 1003.42(2)(n), Fla. Stat.).
- Option to be Exempt
  - Any student whose parent presents a written request to the principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of the exemption (§ 1003.42(3), Fla. Stat.).

- *Physical Education*

Physical Education is defined as the development or maintenance of skills related to strength, agility, flexibility, movement and stamina including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle and the development of positive attitudes regarding sound nutrition and physical activity as a component of physical well-being.

The physical education program is designed to stress physical fitness and encourage healthy, active lifestyles. The program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of the students.

- Activities promoting physical education shall be regularly scheduled for students in grades six through eight and may be provided through formal physical education courses, regularly scheduled intramural activities, and/or regularly scheduled school-wide activities. It is recommended that students in Grades six through eight participate in 225 minutes of physical education each week (§ 1003.455, Fla. Stat.).

The requirement shall be waived for a student who meets one of the following criteria:

- The student is enrolled or required to enroll in a remedial course;
- The parent requests in writing by completing the waiver request form and submitting to the principal that the student enroll in another enrichment or elective course; or
- The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Parents will be notified of the waiver options annually prior to the scheduling of classes for the following school year.

## FULL TIME ENROLLMENT

To participate in middle school activities, a student must be full time enrolled (6 periods) or a home school enrolled student.

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## STATEWIDE, STANDARDIZED ASSESSMENTS

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Like all students, middle school students are required to participate in the statewide assessment program as designated by the Florida Department of Education. While broad-scope information regarding assessment is located within the GENERAL GUIDELINES section of this progression plan, below outlines the required statewide, standardized assessments for middle school students:

### FLORIDA ASSESSMENTS

- FSA English Language Arts
  - Administered annually in grades 6-8
- FSA Mathematics\*
  - Administered annually in grades 6-8
- FCAT 2.0 Science
  - Administered in grade 8\*
- NGSSS EOC Civics
  - Administered in conjunction with Civics course grade 7\*

\*Course-Specific Required Assessments

Certain courses in the course code directory are specified as being associated with end-of-course (EOC) assessments. Students enrolled in these courses are must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment (§1008.22, Fla. Stat.).

**Example:** if an 8th grade student is enrolled in high school Algebra I, he or she must take the Algebra I EOC and may not take the Grade 8 FSA Math.

High school level EOC courses include: Biology, Algebra I, Geometry, Algebra II, and United States History.

Students with significant disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Fla. Admin. Code R. 6A-1.0943(5) the following are the required statewide standardized assessments for middle school:

### Florida Standards Alternate Assessments (FSAA)

- FSAA English Language Arts
  - Administered annually in grades 6-8
- FSAA Mathematics
  - Administered annually in grades 6-8
- FSAA Science
  - Administered in grade 8\*
- FSAA EOC – Access Civics (7<sup>th</sup> grade)

### ASSESSMENT RESULTS

Student assessment results are to be reported in a timely manner to students, parents, and teachers. When available, results are to be used to guide and improve instruction for all students. Students not meeting state-determined levels of performance on statewide, standardized assessments shall be evaluated to identify the nature of the deficiency and to provide targeted instructional support in the area of need. Students not meeting state or district requirements may be placed in remedial courses in the content-area of the deficiency. Remediation courses sometimes replace elective courses.

## THE CREDIT ACCELERATION PROGRAM (CAP)

The Credit Acceleration Program (CAP) was created for the purpose of allowing a student to earn high school credit in Algebra I, Algebra II, geometry, United States history, or biology if the student passes the statewide, standardized assessment administered under § 1008.22, Fla. Stat. Leon County Schools 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 passing score on the corresponding statewide, standardized assessment. Leon County Schools permits a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment.

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 (§ 1003.4295, Fla. Stat.).

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## *STUDENTS WITH DISABILITIES ON ACCESS POINTS*

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The Individual Educational Plan (IEP) team will determine if an ESE student will follow the Florida Standards or Florida Standards Access Points. This decision will be documented on the IEP, with every attempt to ensure that the ESE student has the opportunity to follow the Regular Florida Standards. If the Individual Education Plan team recommends that the student follow the Florida Standards Access Points, the parent must give consent for instruction using these Florida Standards Access Points. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP, and reported quarterly to parents.

A student with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression. If the student’s IEP team has determined the student should follow a modified curriculum aligned with the Florida Standards Access Points, the student’s IEP team will make the recommendation for promotion based upon progress toward mastery of the Access Points and the student’s annual goals.

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## *PERFORMANCE STANDARDS & PROMOTION REQUIREMENTS*

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Middle school students in Leon County schools are expected to meet state and local performance standards as follows: Earn a yearly final grade of “D” or better in language arts, mathematics, science, and social studies

Middle School Students must meet the following requirements to be promoted to the next grade:

### **Promotion to Grade 7**

A sixth grade student must have earned a final grade of “D” or better in two of the four core courses: English Language Arts, mathematics, science, or social studies.

Students who are retained and completely recover the failed course may have the opportunity for midyear promotion as determined by the school principal, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

### **Promotion to Grade 8**

A seventh grade student must have earned a final grade of “D” or better in two of four core seventh grade courses; English, mathematics, science, or social studies and the required sixth grade courses.

Students must earn a passing final grade in all previous academic courses.

Students who are retained and completely recover the failed course may have the opportunity for midyear promotion as determined by the school principal, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

## Promotion to Grade 9

An eighth grade student must earn a final grade of “D” or better in three (3) yearlong courses taught at the middle school level or higher in each of the following areas:

- English (emphasizing literature, composition, and technical text)
- Mathematics
- Science
- Social studies, one (1) semester of which must include the study of state, federal, and civics education

### STATE GRADING SCALE (§ 1003.437, FLA. STAT.)

A grading system of A, B, C, D, or F is used at the end of the grading period for each course. Grades reflect a student’s achievement of grade level standards within the respective courses. The grading system and interpretation of letter grades used to measure student success in middle grade (6th through 8th) courses for students enrolled Leon County Schools shall be as follows:

Letter Grade	Percent Value	Point Value	Definition
A	90 - 100%	4	Outstanding
B	80 - 89%	3	Above Average
C	70 - 79%	2	Average
D	60 - 69%	1	Below Average
F	0 - 59%	0	Failure
I	0%	0	Incomplete

All students are continually monitored for progress throughout the school year and instruction is adjusted accordingly to help students reach their full potential. A student repeatedly earning a grade of “F” on the Middle School Report Card is in danger of not meeting expectations for promotion to the next grade level.

### FINAL COURSE GRADES

While some final course grades are computed as a function of nine weeks grades and semester exams or EOC exams, final course grades are computed in several ways due to a number of factors including, but not limited to: school-level exam exemption policy and statewide assessment requirements.

A student must earn four or more grade points in a year in a middle school course, at least one of which must be earned during the second semester.

### STUDENTS WITH DISABILITIES ON ACCESS POINTS

The Individual Educational Plan (IEP) team will determine if an ESE student will follow the Florida Standards or Florida Standards Access Points. This decision will be documented on the IEP, with every attempt to ensure that the ESE student has the opportunity to follow the Regular Florida Standards. If the Individual Education Plan team recommends that the student follow the Florida Standards Access Points, the parent must give consent for instruction using these Florida Standards Access Points. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP.

A student with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression. If the student’s IEP team has determined the student should follow a modified curriculum aligned with the Florida Standards Access Points, the student’s IEP team will make the recommendation for promotion based upon progress toward mastery of the Access Points and the student’s annual goals.

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## REMEDICATION & ACCELERATION

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### ACADEMICALLY CHALLENGING CURRICULUM, TO ENHANCE LEARNING (ACCEL)/ VERTICAL ACCELERATION

Each school must offer the following ACCEL options:

- whole-grade and midyear promotion,

- subject matter acceleration
- virtual instruction in higher grade-level subjects.

Additional ACCEL options may include but are not limited to: enriched science, technology, engineering, and mathematics (STEM) coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, rigorous industry certifications that are articulated to college credit and approved, work-related internships or apprenticeships, curriculum compacting, advanced-content instruction, and telescoping curriculum. Information about these options shall be made available to the parents by the school, pursuant to § 1003.492 & § 1008.44, Fla. Stat.

### STUDENT ELIGIBILITY CONSIDERATIONS

The principal, after consultation with the parent/guardian, guidance counselors, teachers, and the Division Director of Secondary Education shall determine if placement in an above-grade level course offered by a Leon County School or grade level acceleration is appropriate.

Factors considered in making this placement decision shall include, but not be limited to:

- The student’s performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered (§ 1008.22, Fla. Stat.).
- The student’s grade point average.
- The student’s attendance and conduct record.
- Recommendations from one or more of the student’s teachers in core-curricula courses as defined in § 1003.01(14)(a)-(e), Fla. Stat.
- A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.
- The student’s academic history, standardized test performance, current final exam performance, the student’s attendance and conduct record.

Placement decisions shall be made on a case-by-case basis and the decision of the principal is final. All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in above grade level courses. If a student participates in an ACCEL option pursuant to a parent’s request, a performance contract must be executed by the student, the parent, and the principal. If a principal initiates a student’s participation in an ACCEL option, the student’s parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

### HIGH SCHOOL CREDIT COURSES IN MIDDLE SCHOOLS

Students will be screened to determine readiness for high school credit classes in middle school using appropriate assessment and district set criteria. All middle school students will be given the opportunity to participate in the screening. Students may enroll in high school credit courses that are offered on the middle school campus. Students must fulfill high school attendance requirements for these courses. Students may also enroll in high school credit courses offered through a virtual platform.

Students enrolled in a high school credit science course must remain co-enrolled in an Algebra 1 or higher math class in order to meet upper level high school science course prerequisites, unless determined otherwise by the school principal. Students enrolled in a high school course that requires an end-of course exam will receive credit pursuant to district guidelines and timelines.

### DUAL ENROLLMENT IN MIDDLE SCHOOL AND HIGH SCHOOL

The dual enrollment program for middle school and high school is designed for the student who has successfully demonstrated mastery of the highest available middle school course of a subject area. The student may be permitted in the next sequential course of the subject at the high school campus. The principal of both the middle school and the

high school must agree to the placement. The student will generate FTE funding for each respective school for the amount of time spent in class in that school. High school credit courses will be applied to the student's promotion requirements in middle school.

High school credit courses will apply to the student's promotion requirements in middle school (more information above under GENERAL REQUIREMENTS FOR MIDDLE GRADES PROMOTION). High school courses taken while in middle school will be included on the student's high school transcript and in the student's high school grade point average.

#### GRADE FORGIVENESS FOR HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

A student in the middle grades who takes any high school course for high school credit and earns a semester grade of "C," "D," or "F" may replace the grade with a grade of "C" or higher earned subsequently in the same or comparable course. Only the new grade shall be used in the calculation of the student's grade point average (§ 1003.428, Fla. Stat.).

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### REPORTING TO PARENTS

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#### PARENT NOTICE OF CURRICULUM

Each school must hold a parent meeting in the evening or on a weekend to inform parents about the course curriculum and activities (§ 1003.4156, Fla. Stat.).

#### CLASS STANDARDS FOR GRADES

Teachers are required to submit their standards, rules, and/or regulations for establishing a grade in their classes to the principal within two weeks after classes begin. No grade will be assigned without a plan approved by the principal. Teachers are required to provide approved grading standards and classroom rules and/or regulations that affect grades in written form to the students they are instructing.

#### PROGRESS REPORTS

All students will receive an interim progress report during the mid-point of each nine week grading period. The progress report dates will be published annually by the school and placed on school and district websites.

Progress reports may be either mailed from the school to the student's home address or given to the student. In the latter case, the student is charged with delivering the interim progress report to his/her parent.

The school will be responsible for maintaining documentation of parent notification. However, the failure to advise the parent of the student's academic progress shall not be grounds for modifying a student's grades.

Progress for ESE students on annual goals must be monitored and periodically reported to parents. The IEP team must review the student's IEP at least annually to determine whether annual goals are being met. The IEP may be revised at any time to address any lack of expected progress toward annual goals or in the general curriculum.

#### REPORT CARDS

Report cards shall be issued to students in grades 6-8 each nine weeks to inform parents of the child's progress. Grades on report cards must clearly reflect the student's level of achievement.

The final report card for the school year will indicate promotion or retention.

#### HONOR ROLL CRITERIA

Honor roll designations will be determined using the following criteria:

- All "A" Honor Roll – 4.0 grade point average
- Honor Roll – 3.0 grade point average with only one grade of C permitted and no grade of D or F
- Citizenship Honor Roll – All 3's in Citizenship

## SECTION IV: HIGH SCHOOL (9-12)

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### *STANDARDS-BASED PROGRAM OF STUDY*

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Leon County Schools has implemented a standards-based instructional approach reflecting state and local requirements. As expanded below, high school students are required to complete courses in the areas of: English language arts, mathematics, science, social studies, fine or practical arts, and physical education. In addition, high school students must also take a course virtually and partake in eight elective courses above and beyond the required core courses. Specific information regarding the Florida Standards and Next Generation Sunshine State Standards are outlined in the GENERAL GUIDELINES section at the beginning of this progression plan. The complete standards can be found by visiting [www.cpalms.org/public](http://www.cpalms.org/public).

While complete graduation/credit requirements are expanded upon in subsequent sections, here are some general items of note based on high school requirements. Reviewing these general guidelines will be helpful in the transition to high school and also in understanding specific graduation requirements discussed later.

#### **Online Course Requirement**

At least one course within the 24 credits required under this section must be completed through online learning. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. An online course taken in grade 6, grade 7, or grade 8 may meet this requirement if it is a high school credit course. This requirement is met through an online course offered by the Leon County Virtual School or Florida Virtual School, a virtual education provider approved by the State Board of Education, a high school, or an online dual enrollment course.

A student who is enrolled in a full-time or part-time virtual instruction program under § 1002.45, Fla. Stat., meets this requirement. This requirement does not apply to a student who has an individual education plan under § 1003.57, Fla. Stat., which indicates that an online course would be inappropriate or to an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school (§ 1003.4282(4), Fla. Stat.).

#### **Physical Education (PE) Requirements**

Physical education must include the integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one 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 one-half credit in physical education or one-half 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 individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement 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 504 plan (§ 1003.4282 (1)(f), Fla. Stat.).

## ENROLLMENT IN COURSES

Students designated at the beginning of the school year as freshmen or sophomores must be enrolled in six periods per day. Students designated as juniors or seniors, unless participating in a certified work program, will also be enrolled in six periods. For further information is available through the principal and curriculum staff at each site.

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## *CREDITS EARNING OVERVIEW*

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### CREDIT ACCUMULATION

For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of valid instruction in a designated course of study that contains student performance standards except as otherwise provided through the Credit Acceleration Program (CAP) under § 1003.4295(3), Fla. Stat.

The State Board of Education shall determine the number of post-secondary credit hours earned through Dual Enrollment, as specified in § 1007.271, Fla. Stat., that satisfy the requirements of the District's inter-institutional articulation agreement, as specified in § 1007.23, Fla. Stat., and that equal one full credit of the equivalent high school course identified, as specified in § 1007.271(6), Fla. Stat.

One-half credit means one-half the requirement for a full credit.

Credit is earned upon successful mastery of course performance standards requirements, Next Generation Sunshine State Standards or Florida Standards as appropriate. In awarding credit for high school graduation, Leon County Schools maintains a one-half credit earned system that includes courses provided on a full-year basis:

- Students enrolled in a full-year course receive one-half credit if they successfully complete either the first half or the second half of a full-year course but fail to successfully complete the other half of the course and the averaging of the grades obtained in each half do not result in a passing grade.
- A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade.

Students with Disabilities may earn multiple credits for some exceptional student education courses (special ESE courses, therapies, and some Access courses). Further information is available in the Course Code Directory <http://www.fldoe.org/policy/articulation/ccd/>

Students must meet the district policies for attendance applied to the class in question for the purpose of grade averaging, homework, participation, and other indicators of performance.

A student earning 3 or more grade points during the first marking period must earn at least one additional point in the second nine weeks or on the semester exam in order to earn credit for the semester. Should a student earn no additional points, during the second nine weeks or on the semester exam, the final grade average for that semester will be an "F" (§ 1003.436,(2), Fla. Stat.).

The District will provide opportunities to students to make up missed instructional time or work for excused absences. In the event the student has not been in instruction for a minimum of 67.5 hours for a half-credit course, credit may still be awarded if the student demonstrated mastery of at least 70% of the District course performance standards and passed the teacher's written grading standards.

### REMEDIAL AND COMPENSATORY CREDIT

Remedial and compensatory courses taken in Grades 9-12 may only be counted as elective credit.

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## *High School Uniform Transfer of Credits*

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Leon County Schools accepts transfer work and courses for students entering grades 9, 10, 11, and 12 from out of state, out of country, or home schooling in accordance with Fla. Admin. Code R. 6A-1.09941. The procedures are as follows:

### 1. Credits and Grades

Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection 3 below.

### 2. State Assessments

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows a mathematics credit in a course that requires passage of a statewide, standardized assessment in order to earn a standard high school diploma, the student must pass the statewide standardized assessment unless the student earned a comparative score pursuant to § 1008.22, Fla. Stat., passed a statewide assessment in that subject administered by the transferring entity, or passed the statewide assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20, § 6301, U.S.C.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma the student must take and pass the required statewide, standardized grade 10 Reading or English Language Arts assessment based on cohort or, earn a concordant score.

If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade (§ 1003.4282(8), Fla. Stat.).

### 3. Validation of Credits

Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection 4 below.

### 4. Alternative Validation Procedure

If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- portfolio evaluation by the superintendent or designee
- written recommendation by a Florida certified teacher selected by the parent and approved by the principal
- demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools
- demonstrated proficiencies on nationally-normed standardized subject area assessments
- demonstrated proficiencies on the FCAT and on EOC assessment(s) for course(s) that require a passing score on an EOC assessment in order to award course credit; or
- written review of the criteria utilized for a given subject provided by the former school

*Note:* Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined § 1003.25(3), Fla. Stat., and Fla. Admin. Code R. 6A-1.09941.

## SECONDARY STUDENT TRANSFERS (§ 1003.433, FLA. STAT.)

Students who enter Leon County Schools in the 11th or 12th grade from out of state or out of country are not required to spend additional time in school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which they are transferring.

Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 GPA and meet the requirements under § 1008.22, Fla. Stat.

Students who have earned the required 24 credits for the standard high school diploma except for passage of any must-pass assessment under § 1003.4282 or § 1008.22, Fla. Stat., or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer.
- Graduates with a Certificate of Completion, may enroll in any public community college in Florida by taking the Postsecondary Education Readiness Test (P.E.R.T.) to determine if they qualify to register for college-credit courses or must take remedial courses to continue their college-preparatory studies.
- Participation in an adult general education program as provided in § 1004.93, Fla. Stat., for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment under § 1003.4282 or § 1008.22, Fla. Stat., an unlimited number of times in order to receive a standard high school diploma.
- Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of any must-pass assessment under § 1003.4282 or § 1008.22, Fla. Stat., or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment FCAT 2.0 or alternate assessment and receive a standard high school diploma upon passage of the required assessment or alternate assessment.

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## ACCELERATED HIGH SCHOOL GRADUATION

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Students shall be advised of courses through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, early admission, and career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.

### POST-SECONDARY CREDIT

#### *Advanced Placement (AP) Courses*

Advanced Placement (AP) courses are offered by specially trained teachers on the high school campuses through the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded by the enrolling institute to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees.

#### *International Baccalaureate (IB) Program*

The International Baccalaureate (IB) Program allows students to participate in a specialized international curriculum. The State Board of Education has established rules that specify the cutoff scores for the IB

Examination that will be used to grant postsecondary credit. Students shall be exempt from the payment of any fees.

#### *Dual Enrollment in High School and College*

The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.

The dual enrollment program permits upper level high school students to enroll simultaneously in high school, college, community college or technical school. The purpose is to provide courses that are not available to the student at the high school. Credits earned at the college level may be applied toward graduation requirements according to the State equivalency table. These credits, with permission from the college, may also be placed in escrow and, upon entering college, are applied toward college graduation requirements.

The student must be accepted for admission to the college and have written permission from the high school principal to participate in this program. The institution must have a current contract with the Leon County School Board to provide instruction under this provision. The Inter-institutional Articulation Agreement with each college specifies the grade point average and entering grade level required for college credit dual enrollment.

Courses may be taken either on the college campus or in specially arranged courses on the high school campus where the college or community college instructors come to the high school. Students in a dual enrollment program at a college may attend the college at no cost. Instructional materials assigned for use within dual enrollment courses will be supplied free of charge for students dually enrolled in college courses which are creditable towards a high school diploma (§ 1007.271, Fla. Stat.).

#### *Full-Time Early Admission*

Early admission is a form of dual enrollment permitting high school students to enroll in college or career courses on a full-time basis on a college or technical center campus. Students can earn both high school and college/career credits for courses completed. Participation in the career early admission program is limited to students who have completed a minimum of 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade (§ 1007.271, Fla. Stat.).

### **CREDIT ACCELERATION PROGRAM (CAP)**

The Credit Acceleration Program allows a student to earn high school credit in Algebra I, Algebra II, geometry, United States history, or biology if the student passes the statewide, standardized assessment administered under § 1008.22, Fla. Stat. Notwithstanding, § 1003.436, Fla. Stat., course credit may be awarded to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. Students not enrolled in the course, or who have not completed the course may take the assessment during the regular administration of the assessment.

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### *HIGH SCHOOL GRADUATION OPTIONS*

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It is the goal of the state of Florida and Leon County Schools to provide students, with help and guidance from their parents or guardians, the opportunity to select the graduation option that will most appropriately prepare them for their chosen postsecondary path. To assist students and parents with this task, Leon County Schools provides each student in grades six through twelve, and their parents, with information concerning the three 24-credit high school graduation options. Selection of one of the graduation options may be completed by the student at any time during

grades 9 through 12, subject to the written consent of the student’s parent or the written consent of the student if the student is 18 years of age or older (§ 1003.429,(3), Fla. Stat.).

## 24-CREDIT STANDARD DIPLOMA

This program requires students to take 24 credits in the subject areas of English, mathematics, science, social studies, fine or performing arts, and a physical education course. Foreign language credit is not required for this program although it is recommended for community college preparation and is required for admission to Florida’s state universities. This program requires students to take eight elective credits (§ 1003.428, Fla. Stat.), (See graduation requirements by ninth (9th) grade cohort.)

### *Optional Diploma Designations*

Students and parents shall be provided information about diploma designations through an online education and career planning tool, which allows students to monitor their progress toward the attainment of each designation.

The State Board of Education may make recommendations to the Legislature regarding the establishment of additional designations.

Students with disabilities, with parent consent, must choose which diploma option the student is working toward at each Transition Individual Education Plan (TIEP) beginning when the student reaches 14 years of age.

### **24-Credit Scholar Designation Diploma**

In order to earn a Scholar designation diploma, a student must satisfy specified requirements in addition to the requirements for a standard diploma as set forth in § 1003.428 and § 1003.4282, Fla. Stat. These specified requirements differ by cohort, or 9th grade entry year, and are expanded upon in the cohort requirements in subsequent sections.

### **24-Credit Merit Designation Diploma**

In addition to the requirements of § 1003.428 & § 1003.4282, Fla. Stat., as applicable, in order to earn the Merit designation, a student must attain one or more industry certifications from the list established under § 1003.492, Fla. Stat.

## EARLY GRADUATION OPTION UNDER § 1003.4281, FLA. STAT.

Award of a standard high school diploma – A student who meets the requirements of § 1003.4282(3)(a)-(e), Fla. Stat., earns three credits in electives, and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma in the approved form prescribed by the Florida State Board of Education. Such students are not required to complete any additional district mandated graduation requirements.

## FLORIDA HIGH SCHOOL DIPLOMA (GED®)

The State of Florida High School Diploma is awarded to students based on the student’s satisfactory completion of the General Education Development (GED®) Test.

## CERTIFICATES OF COMPLETION

A certificate of completion is available to any student who completes the State-required courses but fails to meet the other diploma requirements.

- **Regular Certificate of Completion (COC)**

A regular Certificate of Completion shall be awarded to a student who has passed the courses required by the State of Florida but failed to pass the Grade 10 FCAT 2.0, FSA, or FSAA to pass courses required by the District, and/or achieve the required grade point average.

- **College Placement Test Eligible COC**

A College Placement Test Eligible Certificate of Completion (CPT) shall be awarded to a student who has completed all requirements for the standard high school diploma, including a cumulative grade point average of 2.0 on a 4.0 scale, except for passage of the state approved graduation test or alternate assessment. A student who receives a CPT-Eligible certificate of completion is allowed to take the College Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate.

A College Placement Test Eligible Certificate of Completion shall be awarded to a student who has met all graduation requirements except passing the Grade 10 FCAT 2.0 or Grade 10 FSA English Language Arts (depending on cohort).

### **Certificate Acceptance**

A student may accept the Certificate of Completion, in order to retake FCAT 2.0 or FSA through the adult education program; the student may enroll in a remedial course.

A former student who was issued a Certificate of Completion and who subsequently meets the State requirements for the year the certificate was issued shall be issued a diploma. According to the student's wishes, this diploma may be awarded from the high school formerly attended, from adult education, or other program at the end of the school term in which the deficiencies were rectified. The date on the student's diploma should be the year during which graduation requirements were met.

### **Certificate Refusal**

A student may refuse the Certificate of Completion. The student may elect to remain in high school, as designated by the District, either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

The student may retake the FCAT 2.0 or FSA. Upon completion of the State requirements, the student is eligible to receive a diploma. The date on the student's diploma should be the year in which the student met all applicable State of Florida and Leon County Schools' graduation requirements.

## **HIGH SCHOOL GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES (FLA. ADMIN. CODE R. 6A-1.09963)**

### **General Requirements**

Beginning in the 2014-2015 school year, students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements in § 1003.4282(1)-(9), § 1002.3105(5) or § 1003.4282(11) & § 1003.4285, Fla. Stat. Nothing contained in this rule shall be construed to limit or restrict the right of a student with a disability solely to the options described in this rule. A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with § 1008.22(3)(c)2, Fla. Stat., or participation in a statewide assessment has been exempted in accordance with § 1008.212 [extraordinary exemption] or § 1008.22(10), Fla. Stat [medical complexity exemption]. Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.

- Requirements for a standard diploma for students with significant disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate

measure of the student's skills, in accordance with Fla. Admin. Code R. 6A-1.0943(5) and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in § 1003.4282(1)-(9) or § 1002.3105(5), Fla. Stat., through access core and elective courses or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Fla. Admin. Code R. 6A-1.09441.

Eligible career and technical education (CTE) courses, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Fla. Admin. Code R. 6A-1.09441.

Students with significant cognitive disabilities working on Access Points participate in the Florida Standards Alternate Assessments in English Language Arts 1 and 2 (ninth and tenth grade), and participate in End-of-Course (EOC) assessments for Access Algebra I, Access Geometry, Access Biology I, and Access United States History.

Students with a significant cognitive disability working on Access Points must earn a score of at least level three (3) on the Florida Standards Alternate Assessments in grade 10 English Language Arts (ELA 2) and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with § 1008.22(3)(c), Fla. Stat. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to §1008.22(3)(c), Fla. Stat., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in §1003.572, Fla. Stat.

For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

- Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in § 1003.4282(1)-(9) or § 1002.3105(5), Fla. Stat. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Fla. Admin. Code R. 6A-1.09441.

Eligible CTE courses, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Fla. Admin. Code R. 6A-1.09441.

Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in § 1003.4282(11)(b)2d., Fla. Stat., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.

Documented achievement of all components defined in § 1003.4282(10)(b)2b, Fla. Stat., on the student's employment transition plan.

- A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to § 1008.22(3)(c), Fla. Stat., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in § 1003.572, Fla. Stat.

#### DEFERRAL OF RECEIPT OF A STANDARD DIPLOMA

A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at § 1003.4282(10)(c), Fla. Stat.

The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with Fla. Admin. Code R. 6A-6.03311(8), must sign a separate document stating the decision.

- The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.
- School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.
- The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

In accordance with Fla. Admin. Code R. 6A-6.03028(1), a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns twenty-two (22) (§ 1003.4282, § 1008.22, Fla. Stat.).

#### STUDENTS WITH DISABILITIES SEEKING A SPECIAL DIPLOMA WHO ENTERED THE 9TH GRADE PRIOR TO THE 2014 – 2015 SCHOOL YEAR

Special diploma options are available to certain students with disabilities who have been identified as a student with an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; another health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability; or students who are deaf or hard of hearing; or dual sensory impaired and who are not able to meet the requirements for a standard diploma and who require instruction on the Florida Standards or NGSSS Access Points to support the development of academic and functional life skills. Students identified as visually impaired or speech impaired are not eligible for a special diploma unless they have another identified disability. Parents must consent to instruction in the Florida Standards or NGSSS Access Points and participation in the Florida Alternate Assessment.

There are two types of special diplomas: Option 1 and Option 2. The requirements for each are listed below. The three-year, 18-credit graduation programs are not available for students working toward a special diploma.

##### **Option 1: Special Diploma Graduation Requirements**

For students entering 9th grade prior to the 2013-2014 school year, in order to graduate with Special Diploma Option 1, a student must earn a total of 24 credits in the following courses:

- 11 credits in:  
Any of the basic courses or Exceptional Student Education Academic Access Courses in Language Arts, mathematics, science, and social studies, with 1 credit in any PE, which may include specially designed PE.
- 4 credits in:  
any career course
- 9 credits in:  
any appropriate electives

The student must demonstrate progress toward mastery of Next Generation Sunshine State Standards Access Points. The student follows a specialized curriculum offered through ESE non-equivalent courses and has no specific GPA requirement.

For students entering 9th grade in 2013-2014 school year, in order to graduate with Special Diploma Option 1, a student must earn a cumulative 2.0 GPA in a minimum of 24 credits in the following courses:

Thirteen (13) credits in core academic skills required for postsecondary education or training, employment, and/or independent living, to include:

- Four (4) credits in reading/language arts;
- Four (4) credits in mathematics;
- Three (3) credits in science; and
- Two (2) credits in social studies.
- One half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health
- Four (4) credits in exceptional student education (ESE) career and technical education or basic career and technical education; and
- Six (6) credits in electives, (Fla. Admin. Code R. 6A-1.09961).

## **Option 2: Special Diploma Graduation Requirements**

The goal of Option 2 is to prepare the student for the transition from school to work and independent living that will continue after graduation. Graduation is based on demonstration of mastery of specified employment and community competencies. Students will be assigned to the 12th grade when Option 2 is initiated. This status shall remain until graduation or diploma options change.

Students entering 9th grade prior to the 2013-2014 school year, wishing to be considered for a special diploma under Option 2 must:

- Be at least 17 years of age,
- obtain mastery of a set of employment and community competencies identified in the Graduation Training Plan developed for each individual student by the IEP team, and
- Complete at least 1 semester of successful paid employment

If a change in diploma option from Option 2 occurs, the Employment and Community Competencies mastered under the Option 2 plan shall be converted to credits. Converted credits shall determine grade classification.

Students entering 9th grade in the 2013-2014 school year, who want to be considered for a special diploma under Option 2 must:

- be at least 17 years of age;
- have earned a 2.0 cumulative GPA in a minimum of eight (8) credits in the following courses;
- Four (4) credits in core academic areas to include
- Two (2) credits in reading/language arts; and
- Two (2) credits in mathematics

- One (1) credit in ESE career and technical education or basic career and technical education
- Three (3) credits in electives
- have achieved all the annual goals and short term objectives or benchmarks, if required, that were specified on the IEP related to employment and community competencies;
- have mastered the academic, employment, community, and technology competencies specified in his/her training plan. The training plan shall be developed and signed by the student, parent(s) and/or guardian(s), teacher, and employer prior to placement in employment and shall identify the following:
  - The expected employment and community competencies
  - The criteria for determining and certifying mastery of the competencies;
  - The work schedule and the minimum number of hours to be worked per week; and
  - A description of the supervision to be provided by school district staff.
  - be employed in a community-based job for the number of hours a week specified in the student’s training plan, for the equivalent of one (1) semester or eighteen (18) weeks of successful employment and be paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act (Fla. Admin. Code R. 6A-1.09961).

### PARTICIPATION IN GRADUATION CEREMONIES

A student must complete all requirements for a standard or special diploma in order to participate in his/her high school graduation ceremony. A student must be registered at a Leon County high school in order to participate in that high school’s graduation ceremony.

A student who withdraws from a high school, enrolls in an adult program, and successfully completes the General Educational Development (GED®) tests, may participate in the adult high school graduation ceremony and is awarded a State of Florida diploma. These students may not participate in the graduation ceremony with their previous high school.

A student who receives a Certificate of Completion may participate in a graduation ceremony.

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### *GENERAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION*

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To graduate from high school a student must meet all the requirements of this plan, demonstrate mastery of the Student Performance Standards (§ 1001.03 & § 1010.305, Fla. Stat.), and meet all requirements established by the Florida Department of Education and the Leon County School Board.

Graduation requires the successful completion of a minimum of 24 credits (exception for ACCEL Diploma). In addition, students are required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements change for the entire class, or unless requirements are changed for all students by Florida Statute, or unless the student is scheduled to graduate more than two years after the student's original class.

Graduation requirements prescribed by Florida Statute may not be waived.

As a result of the many acceleration mechanisms, students can graduate in fewer than four years (less than eight semesters) if the student has completed a minimum of 24 credits and meets the general requirements for graduation. If a student meets the requirements, the student must be allowed to graduate early.

The 24 credits required for a standard diploma can be earned through career education courses.

The one-half credit required in economics shall include financial literacy.

Section 1003 of the Florida Statutes; identify state minimum graduation requirements for basic, adult, and students with disabilities who are to be awarded a standard high school diploma by any public school. The state has specified a total

number of credits that students shall earn in certain subject areas. While principals and curriculum staff at each school can answer in-depth questions about all requirements, below is the information provided by the Florida Department of Education regarding cohort (9th grade entry year) specific requirements for graduation. While the documents look very similar, close attention must be focused to each independent set of requirements for different cohorts. These documents can be found by visiting <http://www.fldoe.org/academics/graduation-requirements>. Each two-page document includes:

- Diploma Options
- State Assessment Requirements
- CAP Information
- Requirements for Students with Disabilities
- 24-Credit Standard Diploma Credit GPA Requirements (and optional designations)
- Credit and GPA Requirements for the ACCEL Diploma Option
- Information on graduating early
- Information on the Bright Futures Scholarship
- State University System, Florida State College System, and Career/Tech Center minimum requirements

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*FLORIDA DEPT. OF EDUCATION GRADUATION REQUIREMENTS, BY COHORT*

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# Students Entering Grade Nine in the 2013-2014 School Year

## Academic Advisement Flyer—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) option
- 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 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade\* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- Geometry
- U.S. History
- Biology I
- Algebra II (if enrolled)

\*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

### What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.
- Certain students may earn a special diploma.

### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry.</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts<sup>†</sup></b>
<b>1 Credit Physical Education<sup>†</sup></b>
To include the integration of health
<sup>†</sup> Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▪ Earn 1 credit in Algebra II;</li> <li>▪ Earn 1 credit in statistics or an equally rigorous mathematics course;</li> <li>▪ Pass the Biology I EOC;</li> <li>▪ Earn 1 credit in chemistry or physics;</li> <li>▪ Earn 1 credit in a course equally rigorous to chemistry or physics;</li> <li>▪ Pass the U.S. History EOC;</li> <li>▪ Earn 2 credits in the same world language; and</li> <li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▪ Takes the respective AP, IB or AICE assessment; and</li> <li>▪ Earns the minimum score to earn college credit.</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>▪ Meet the standard high school diploma requirements</li> <li>▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).</li> </ul>

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction 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

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>▪ High school graduation with a standard diploma</li> <li>▪ Admission test scores</li> <li>▪ 16 credits of approved college preparatory academic courses</li> <li>▪ 4 English (3 with substantial writing)</li> <li>▪ 4 Mathematics (Algebra I level and above)</li> <li>▪ 3 Natural Science (2 with substantial lab)</li> <li>▪ 3 Social Science</li> <li>▪ 2 World Language (sequential, in the same language)</li> <li>▪ 2 approved electives</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml</a></p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="#">Career and Technical Directors</a></p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

## Students Entering Grade Nine in the 2014-2015 School Year and Forward Academic Advisement Flyer—What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit option
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- 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 or a concordant score
- Algebra I end-of-course (EOC); the results constitute 30 percent of the final course grade\* or a comparative score.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students must participate in the EOC assessments; the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry

\*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an Advanced Placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

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

### What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table, and both allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry.</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>
<b>3 Credits Social Studies</b>
<ul style="list-style-type: none"> <li>▪ 1 credit in World History</li> <li>▪ 1 credit in U.S. History</li> <li>▪ 0.5 credit in U.S. Government</li> <li>▪ 0.5 credit in Economics with Financial Literacy</li> </ul>
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts<sup>†</sup></b>
<b>1 Credit Physical Education<sup>†</sup></b>
<ul style="list-style-type: none"> <li>▪ To include the integration of health</li> </ul>
<p><sup>†</sup> Special note: Eligible courses and eligible course substitutions are specified in the <a href="#">Florida Course Code Directory</a>.</p>
<b>8 Elective Credits</b>
<b>1 Online Course Within the 24 Credits</b>
<ul style="list-style-type: none"> <li>▪ Students must meet the state assessment requirements (see left column).</li> <li>▪ Students must earn a 2.0 grade point average on a 4.0 scale.</li> </ul>

**What are the requirements for standard diploma designations?**

Diploma Designations
<p align="center"><b>Scholar Diploma Designation</b></p> <p>In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements:</p> <ul style="list-style-type: none"> <li>▪ Earn 1 credit in Algebra II;</li> <li>▪ Pass the Geometry EOC;</li> <li>▪ Earn 1 credit in statistics or an equally rigorous mathematics course;</li> <li>▪ Pass the Biology I EOC;</li> <li>▪ Earn 1 credit in chemistry or physics;</li> <li>▪ Earn 1 credit in a course equally rigorous to chemistry or physics;</li> <li>▪ Pass the U.S. History EOC;</li> <li>▪ Earn 2 credits in the same world language; and</li> <li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▪ Takes the respective AP, IB or AICE assessment; and</li> <li>▪ Earns the minimum score to earn college credit.</li> </ul>
<p align="center"><b>Merit Diploma Designation</b></p> <ul style="list-style-type: none"> <li>▪ Meet the standard high school diploma requirements</li> <li>▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).</li> </ul>

**Can a student who selects the 24-credit program graduate early?**

Yes, a student who completes all of the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

**What is the distinction 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

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

**Where is information on Bright Futures Scholarships located?**

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit [Florida Bright Futures Scholarship Program](#).

**What are the public postsecondary options?**

State University System (SUS)
<p>Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):</p> <ul style="list-style-type: none"> <li>▪ High school graduation with a standard diploma</li> <li>▪ Admission test scores</li> <li>▪ 16 Credits of approved college preparatory academic courses <ul style="list-style-type: none"> <li>○ 4 English (3 with substantial writing)</li> <li>○ 4 Mathematics (Algebra I level and above)</li> <li>○ 3 Natural Science (2 with substantial lab)</li> <li>○ 3 Social Science</li> <li>○ 2 World Language (sequential, in the same language)</li> </ul> </li> <li>▪ 2 Approved electives</li> </ul> <p align="right"><a href="#">State University System of Florida</a></p>
The Florida College System
<p>The 28-member Florida College System offers career-related certificates and Associate in Science degrees that prepare students to go directly into the workforce, as well as Associate of Arts degrees that prepare students to transfer to a bachelor’s degree program. Many also offer baccalaureate degrees in high-demand fields. The Florida College System has an open-door policy enabling students who have earned a standard high school diploma, high school equivalency diploma or have demonstrated success in postsecondary coursework to be admitted to an associate degree program.</p> <p align="right"><a href="#">Division of Florida Colleges</a></p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p align="right"><a href="#">Secondary Career and Technical Education Directors</a></p>

**Where is information on financial aid located?**

The Florida Department of Education Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit [Office of Student Financial Assistance](#).

Revised July 2017

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## PERFORMANCE STANDARDS

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### PROMOTION/GRADE CLASSIFICATION

A student, including an ELL student, will be placed in accordance with the number of credits earned by the beginning of the school year. Unless enrolled in an alternative site, students must fulfill the following requirements in order to be promoted:

- Freshman (9th Grade): A student must have been assigned to the ninth grade by his/her middle school.
- Sophomore (10th Grade): A student must have earned five (5) credits and a cumulative grade point average of 1.0 on an unweighted 4.0 scale on the credit being submitted for promotion.
- Junior (11th Grade): A student must have earned a total of ten (10) credits and a cumulative grade point average of 1.50 on an unweighted 4.0 scale on the credit being submitted for promotion.
- Senior (12th Grade): A student must have earned a total of seventeen (17) credits and a cumulative grade point average of 2.0 on an unweighted 4.0 scale on the credit being submitted for promotion.

### GRADE POINT AVERAGE (GPA)

A marking system of A, B, C, D, and F is used at the end of the grading period for each course. Grades reflect student's achievement of grade level benchmarks within the respective courses. A student's GPA is the standardized scale used to determine if the student has met the state high school graduation requirements of a minimum of 24 credits (18 credits for the accelerated graduation option).

The GPA represents the average number of grade points a student earns for each graded high school course. Grade points are points per course credit assigned to a grade, indicating the numerical value of the grade. To determine a student's GPA, the total number of grade points earned are divided by the total number of possible grade points in a course. The meaning of each letter, its numerical value, and GPA conversion to a letter grade of each letter is based on the following scales:

#### Grading Scale and Definitions

Definition	Percent Value	Letter Grade
Outstanding	90 - 100%	A
Above Average	80 - 89%	B
Average	70 - 79%	C
Below Average	60 - 69%	D
Failure	0 - 59%	F

### QUALITY POINTS

Quality Points, ranging from 0 to 4, are earned for all courses completed in which an academic grade has been awarded. This total is used in the calculation of the Grade Point Average and is cumulative. Quality points are assigned to all letter grades earned in a course according to the following table:

*Table: Conversion of Letter Grades to Quality Points*

Letter Grade	General/Unweighted Quality Points	LCS Weighting for Accelerated Courses*	
		Honors Quality Points	AP/IB/Dual Enrollment Quality Points
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1	1
All Other Grades	0	0	0

\*Postsecondary institutions and scholarship entities may calculate weighted GPA differently

Table: Conversion of unweighted GPA to a Letter Grade

Summative Quality Points GPA	Final Grade
3.50 – 4.00	A
2.50 – 3.49	B
1.50 – 2.49	C
0.50 – 1.49	D
0 – 0.49	F

**FINAL GRADES FOR NON-EOC COURSES**

Traditionally, high school course final grades are calculated on a semester basis, using one of two calculation methods.

No additional final assessment may be administered in a course with a statewide, standardized EOC, AP or IB assessment.

For courses without required EOC, AP or IB assessments, the local assessment may be used as the final cumulative examination for its associated course in accordance with the Leon County Schools’ district policy (§ 1008.22(7)(e), Fla. Stat.).

Quality points are assigned to all letter grades earned in a course according to the table “Conversion of Letter Grades to Quality Points.”

1. Courses with a final exam grade:

# of grading periods	The formula used to determine the Grade Point Average (GPA) is:
2	$GPA = (\text{Total Grading Period 1 Quality Points} * .4) + (\text{Total Grading Period 2 Quality Points} * .4) + (\text{Exam Quality Points} * .2)$

2. Courses with final exam exempted:

# of grading periods	The formula used to determine the Grade Point Average (GPA) is:
2	$GPA = (\text{Total Grading Period Quality Points} / \text{Number of Grading Periods})$

The GPA is then converted back to a final letter grade based on the table “Conversion of a GPA to a Letter Grade.”

**FINAL GRADES FOR EOC COURSES**

Starting in school year 2010/11 statewide, standardized end-of-course (EOC) exams began to be required for certain core academic courses, with a final grade being calculated on a yearly basis.

A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment.

At the end of semester 1, courses with an EOC exam only reflect quarter 1 and quarter 2. The exam field will show an "X." This placeholder will be filled once student EOC scores are returned. Student course grades are recalculated to reflect the statutory requirement that the EOC count for 30% of the course grade. The formula below is applied when EOC scores are received at the end of the year.

**1<sup>st</sup> Semester GPA = (Quarter 1 Total Grading Period Quality Points \* .35) + (Quarter 2 Total Grading Period Quality Points \* .35) + (EOC Exam Quality Points \*.3)**

**2<sup>nd</sup> Semester GPA = (Quarter 3 Total Grading Period Quality Points \* .35) + (Quarter 4 Total Grading Period Quality Points \* .35) + (EOC Exam Quality Points \*.3)**

Quality points are assigned to all letter grades earned in a course according to the table "Conversion of Letter Grades to Quality Points."

The GPA is then converted back to a final letter grade based on the table "Conversion of a GPA to a Letter Grade."

## SEMESTER AND FINAL EXAMS

All students must take a written or performance-based final semester exam in each course unless otherwise exempted or enrolled in an EOC/AP/IB course with a standardized assessment. Students with 10 or more unexcused absences per semester must earn a passing grade on the semester examination in order to be eligible to receive credit in that course.

## EXEMPTION FROM EXAMS

A student with parent permission may elect to exempt non-core academic exams provided that the student has earned an "A" each grading period. If approved by the school advisory council, any high school may offer a student the opportunity to exempt core academic exams provided the student has earned an "A" each grading period, has satisfactory citizenship, has provided a permission form authentically signed by the parent or guardian, and is not taking a course that has a required final exam or end of course assessment.

A student will not be exempt from any exam if any of the following occur:

- The student transfers in or out of the district during the semester or transfers to or from one Leon County School to another.
- The student is suspended from school or assigned to in-school detention or the teacher determines or informs the students at the beginning of the semester that an exam will be required of all students.

## SECOND SEMESTER EXAMS FOR SENIORS

Final semester senior students who have met attendance requirements may exempt their final exams for each class in which they have earned a passing grade or higher and earned a passing grade during the final grading period.

## HONOR ROLL CRITERIA

High Honor Roll will be awarded to students with a 3.6 grade point average or better and no grade of "C," "D," or "F."

Honor Roll will be awarded to students with a 3.0 grade point average or better with only one grade of C permitted and no grade of "D" or "F."

Students with Disabilities seeking an access points standard diploma are placed on Grade and Citizenship Honor Rolls as per the individual school criteria for recognition. However, students with disabilities working below grade level and enrolled in courses designed to meet the state adopted standards for students working on the NGSSS Access Points and/or Common Core Connectors shall not be eligible for high honors designation as defined by the Leon County School Board.

## RECOGNITION OF HONOR STUDENTS

In the interest of encouraging and recognizing outstanding academic achievement, valedictorian, salutatorian and cum laude honors may be selected for each high school graduating class.

To be eligible for consideration for valedictorian, salutatorian or cum laude honors, a student must be enrolled in a district high school, must be in attendance the last two semesters of their senior year at the same high school, and must have met all requirements for graduation. If the student is a transfer, official transcripts must be submitted to the school registrar no later than December 1 of the student's senior year.

## HONORS DESIGNATION

Upon approval of the School Advisory Council, a high school may choose from the recognition options below:

### 1. Weighted GPA – Cum Laude

- Recognition will be based upon a weighted grade point average calculated at the end of the first semester of the senior year on all credits attempted and/or earned while taking high school courses and college/high school dual enrollment courses.
- All grades received in courses taken through college/high school dual enrollment shall receive the same quality point assignment as district-approved honors courses when the college courses are equivalent to district-approved honors courses.
- All other college courses will receive the appropriate quality points as designated by Leon County's "Educational Programs and Graduation Requirements."
- A minimum 4.0 or higher weighted grade point average will be required for any Cum Laude recognition.
- Each school choosing the weighted grade point average Cum Laude option may determine the grade point average range for Cum Laude, Magna Cum Laude and Summa Cum Laude designations. The ranges must be approved by the School Advisory Council and communicated to all affected students at the beginning of their 9th grade year.

### 2. Unweighted GPA – Cum Laude

- Recognition will be based upon an unweighted grade point average calculated at the end of the first semester of the senior year on all credits attempted and/or earned while taking high school courses and college/high dual enrollment courses.
- All courses will receive quality points based upon a four-point scale as designated by Leon County's "Educational Programs and Graduation Requirements."
- A minimum 3.7 higher unweighted grade point average will be required for any Cum Laude recognition.
- The following grade point average ranges will be used for recognition categories:
  - Summa Cum Laude: Seniors with an unweighted grade point average of 3.9 to 4.0
  - Magna Cum Laude: Seniors with an unweighted grade point average of 3.8 to 3.899
  - Cum Laude: Seniors with an unweighted grade point average of 3.7 to 3.799

### 3. Valedictorian/Salutatorian

In addition to Cum Laude recognition, a high school may choose with the approval of the School Advisory Council, to include the recognition of a Valedictorian and Salutatorian.

With this addition, the following procedures will be followed:

- The designation of Valedictorian will be given to the student with the highest grade point average of a given high school at the end of the 7<sup>th</sup> semester of the cohort year based upon a weighted grade point average calculated on all credits attempted and/or earned while taking high school courses and college/high school dual-enrollment courses.
- For this calculation purpose, all grades received in courses taken through college/high school dual enrollment shall receive the same quality point assignment as district-approved honors courses when the college courses are equivalent to district-approved honors courses.

- All other college courses will receive the appropriate quality points as designated by Leon County’s “Educational Programs and Graduation Requirements.”
- In the event of a tie, the 3d nine-week’s grades will be compared. If there remains a tie, co-valedictorians may be selected.
- The person selected as Salutatorian shall be the student or students with the second highest weighted grade point average of a given high school following the same procedures outlined for the selection of Valedictorian.

## GRADE FORGIVENESS

Students who earn a “D” or “F” in a course may retake the same course or a comparable course. Any student eligible to repeat a required course that is part of a progressive sequence must retake the course prior to or jointly with the next higher-level course in the sequence.

For any repeated course, the original grade of “D” or “F” may only be replaced with a grade of “C” or higher. All semester grades will be placed on the student’s transcript; however, only the higher semester grade will be used in computing the student’s grade point average. No additional credit shall be awarded for a previously passed repeated course (§ 1003.4282, Fla. Stat.).

## MID-YEAR PROMOTION

Students who do not meet promotion requirements prior to the beginning of the subsequent school year may be promoted at mid-year provided all requirements have been met by that time and they have earned required credits and GPA as indicated on the chart:

Classification	Required # Credits	Grade Point Average
Sophomore	7	1.25
Junior	13	1.75
Senior	21	2.0

## REQUIRED GRADE POINT AVERAGE

All students must earn a cumulative grade point average of 2.0 on an unweighted 4.0 scale, as required by § 1003.4282, Fla. Stat., on the credits being submitted for graduation before the diploma will be awarded. The required grade point average must be based on all courses taken, except courses forgiven under state and district forgiveness policies. Parents of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified that the student is at risk of not meeting graduation requirements. This notification shall be in the form provided for in the District approved reporting procedures.

## REQUIRED ASSESSMENTS - RETAKES, CONCORDANT/COMPARATIVE SCORES

Florida law requires that all students must meet all academic requirements in order to receive a standard high school diploma from a public school. This means that students must take required courses, earn minimum number of credits, earn a minimum grade point average, and pass the required statewide assessments.

Students who meet all other requirements but do not pass the required assessments will receive a Certificate of Completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

- **Retakes:** For students who are unable to meet the performance levels set by the State Board of Education, opportunities to retake the assessments required for graduation are available. Currently, the following assessments are graduation requirements:

Cohort	2013-14	2014-15	2015-16	2016-17
Reading/ELA Required Assessment	Grade 10 FSA	Grade 10 FSA	Grade 10 FSA	Grade 10 FSA
Mathematics Required Assessment	Algebra I EOC	Algebra I EOC	Algebra I EOC	Algebra I EOC

- Depending on the student’s cohort, retakes will be available for the corresponding assessment. Regardless of the required assessment, students will be able to meet the assessment requirements above by achieving the following concordant or comparative scores:

Assessment	Passing Score	SAT Concordant	SAT Reading Subtest	ACT Concordant	PERT Comparative
Grade 10 FSA ELA	350	430	24	19	n/a
Algebra I EOC (prior to 1415)	399	n/a	n/a	n/a	97
Algebra I EOC (1415 and beyond)	497	n/a	n/a	n/a	97

- **General Education Diploma (GED®)**

If students have not received a passing score on the reading/ELA assessment required for graduation, they may enroll in a GED® preparation course through Leon County Schools Adult & Community Education.

- **Waiver for Students with Disabilities**

Students with disabilities who are working toward a standard high school diploma are expected to participate in the Statewide Assessment Program; however, after attempting the assessments at least one time, legislation provides for a waiver of this requirement for a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments.

The individual educational plan (IEP) team may request a waiver of the FCAT/FCAT 2.0/FSA requirement for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in § 1003.4282, Fla. Stat. Students with disabilities with Section 504 plans are not eligible for a waiver.

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

## *PROGRESSION OPTIONS*

### EARLY COMPLETION OF CREDITS

Early completion is available for students who begin the senior year with enough credits to meet the District graduation requirements by the end of the first semester. Provided the course and grade point requirements are met, these students are not required to attend school the second semester.

#### **CORRESPONDENCE COURSE**

High school correspondence courses, which fully meet the requirements in the Course Performance Standards and State Board rules and Statutes, may be accepted for credit. The student shall submit a course description and a rationale for taking the course and receive written approval by the principal or his/her designee prior to the course enrollment. In such instances, all costs shall be borne by the student.

In order for credits earned to be used for promotion or graduation, the course shall be completed and the credit report received by the school within the time previously determined by the principal.

#### **CO-ENROLLMENT IN HIGH SCHOOL AND ADULT EDUCATION**

While still in high school, any student in grades 9 through 12 may enroll in adult education classes deemed appropriate and authorized in writing by the high school principal or designee. All credits earned may be transferred to the high school to be credited toward graduation requirements. Classes in the Adult Education Program are performance based. Students must demonstrate mastery at 70% or higher to be issued a grade of "C" or higher. A grade of "D" or higher is required to earn credit for the course.

#### **FULL-TIME ENROLLMENT IN ADULT EDUCATION**

When a student becomes 16, they are no longer required by Florida law to attend school. A student 16 years of age or older and has withdrawn from school is eligible to enroll in the adult education program.

#### **DUAL ENROLLMENT IN HIGH SCHOOL AND LIVELY TECHNICAL CENTER**

While still enrolled in high school, a student who has completed grade 9 or has reached age 16 may, with the prior written permission of the high school principal or designee, enroll at the same time in vocational-technical classes at Lively Technical Center. All credits earned may be transferred to the high school to be credited toward graduation requirements. To qualify for vocational certificate dual enrollment courses, a student must have a 2.0 unweighted grade point average. The age and grade point average requirements may be waived by the joint approval of both the high school principal and the principal of Lively Technical Center.

#### **ENROLLMENT IN LIVELY TECHNICAL CENTER AS AN ADULT**

When a student becomes 16, they are no longer required by Florida law to attend school. Out-of-school students who are 16 years of age or older may complete the requirements for a high school diploma through the Leon County Adult & Community Education Program. Elective vocational credits may be earned toward graduation through Lively's occupational training programs.

#### **VOCATIONAL COOPERATIVE EDUCATION**

The Co-Op Program provides students the opportunity to earn money and to learn on-the-job skills while they are going to school. A student in a Co-Op program is enrolled in school part-time and employed part-time. In some cases, the student may be employed full-time while learning and earning credit under the supervision of a program coordinator. A student interested in a Co-Op program should consult the guidance counselor or a cooperative vocational education program coordinator for current requirements and other details.

#### **GENERAL EDUCATION DEVELOPMENT TEST (GED®)**

The GED® is a national test that permits a person to receive a State of Florida high school diploma upon successfully passing an examination. The credential issued by the Florida Department of Education is the State of Florida High School Diploma. The GED® is a battery of four tests covering the areas of language arts, social studies, science, and mathematics.

A person must be eighteen years of age or older at the time of application unless they have been granted a GED® age waiver by the Leon County School Board. Information regarding GED® testing is available online at <http://www.fldoe.org/academics/career-adult-edu/hse>

When a student enrolled in regular high school successfully passes the GED® test, the following rules apply:

1. The regular high school program is terminated immediately.
2. The student is no longer eligible to participate in any high school function or activity reserved for students. These activities include, but are not limited to, the following:
  - graduation exercise,
  - prom, and
  - athletic events, etc.

#### THIRTEENTH YEAR STUDENTS (§ 1003.4282(7)(C)(D), FLA. STAT.)

A student who earns the required 24 credits, or the required 18 credits under § 1002.3105(5), Fla. Stat., but fails to pass the assessments required under § 1008.22(3), Fla. Stat., or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, a student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services may continue to receive the specified instruction and services until his/her 22nd birthday.

## SECTION V: ADULT & COMMUNITY EDUCATION (ACE)

Florida does not require students who are sixteen years or older to attend school. The adult program is designed to further educate this population. To qualify for the adult program, a person must be sixteen or older and not enrolled in a K-12 school. Effective July 1, 2011 the Florida Statutes have been amended to include a tuition requirement for some of the adult general education programs. Tuition is \$30 per semester. High school credit co-enrolled students do not pay tuition. Students may enroll in adult general education classes at any time and progress at their own rates of speed.

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### PROGRAMS

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#### ADULT HIGH SCHOOL

Persons who left high school but only lack a few credits to graduate may join the Adult High School program. Students are enrolled following an evaluation of the student's official high school transcript. To receive a high school diploma a student must earn 24 credits or follow the 18 credit progression plan. Credits are earned as stated in the Student Progression Plan for all high school students in the county with the exception of science lab, physical education and practical or fine arts requirements, which are not required for adult students. Credits earned in high school in these areas may be counted as elective credits toward graduation requirements.

Students must pass graduation assessments and End of Course exams (EOCs) as stated in district and state guidelines. To complete diploma requirements, students must have at least a 2.0 overall average on an unweighted 4.0 scale.

#### HIGH SCHOOL CREDIT CO-ENROLLED

High school students who need to retrieve credit in classes for which they earned a grade of D or F, or who need credit for dropout prevention may co-enroll in the adult education program with prior written permission from their high school guidance counselor. Students co-enrolled in high school credit courses must demonstrate proficiency (70% "C" or higher/grade) on the course standards before credit can be awarded. There is no tuition charge for these classes. Fall, spring and summer semesters are offered. As a result of legislative changes high school credit co-enrolled students are limited to two courses (not credits) per school year. Enrollment in these courses is limited to an approved core list generated by the Florida Department of Education, Division of Career and Adult Education.

#### GED®

The General Educational Development (GED®) course of instruction prepares students for academic and personal success through obtaining the necessary skills required to pass the GED® test. The 2014 GED® test has four sections, Reasoning through Language Arts, Science, Social Studies, and Mathematical Reasoning. A score of 145 on each subtest and a total of 580 is required. Students take the GED® test when their skills are evaluated as sufficient to pass the test. When a student passes the GED® test, a State of Florida High School Diploma will be issued.

- To take the test, a person must be eighteen years of age or older at the time of application. Candidates sixteen or seventeen years of age may take the current GED® test only if they enroll in a GED® class and pass each GED® Ready test. Scores from the GED® Ready achieved by taking the test away from class will not be accepted in the approval process for a GED® age waiver. Any GED® subtests taken before the approval of an age waiver will be invalidated.
- Extraordinary circumstances are also considered and include emotional, psychological, medical or serious social difficulty prohibiting the student from attending regular classes. Principal discretion is allowed.

#### ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Classes are offered at all levels of English: beginning, intermediate and advanced. ACE classes emphasize English skills needed for everyday life in the United States. The purpose of this program is to improve the employability skills of the state's workforce.

## ESOL GED® PREPARATION

At ACE, ESOL GED® courses are offered as part of the ESOL course catalog. These classes are GED® preparation classes specifically designed for native speakers of other languages. The GED® preparation curriculum is taught using ESOL strategies. These classes will help high intermediate and advanced level ESOL students prepare to take the GED® test, while simultaneously addressing their English language proficiency needs.

## ADULTS WITH DISABILITIES

This program provides instruction to develop literacy, employability, work-related skills and life skills.

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## GENERAL GUIDELINES

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### STUDENT CONDUCT

All students will be given a copy of "Rules of Student Conduct - Adult Education", which include attendance and behavioral expectations. Rules will be reviewed orally with those students who do not possess functional literacy skills.

Since adult education students are beyond compulsory school age, participation in the program is voluntary; therefore, student conduct must be consistent with required behavioral and attendance standards. When it is not, informal disciplinary measures, such as teacher-student conference(s), administrator-student conference(s), counseling and/or temporary dismissal, may be used. Students who require repeated informal disciplinary measures, present a threat to the safety of others and/or interrupt the learning environment shall be administratively withdrawn by the principal or his/her designee. In all such cases, the informal disciplinary measures must be documented. Students who are administratively withdrawn due to behavioral problems may be permitted to re-enroll in the adult education program at the discretion of the principal.

Students may appeal withdrawal for inappropriate conduct. Such appeals must be made to the Superintendent or designee, in writing, within five school days following the withdrawal action. The Superintendent or designee shall investigate the facts of the situation and shall render a final decision in writing to the student within ten school days following notification of student appeal.

Where adult education classes are offered in facilities owned and operated by another agency, students shall be notified that the rules of that agency will apply, in addition to those of adult education, and that observation of the agency rules is a condition of enrollment in that class.

### RULES OF STUDENT CONDUCT

The following rules of conduct are expected to serve as a guide to students in the program. Students are reminded that participation in all programs is voluntary. Student conduct must be consistent with required behavioral and attendance standards. Failure to observe these rules may result in administrative withdrawal from the program.

1. Students must wear their ID's at all times.
2. Students are expected to report to classes on time and remain for the entire class period. Failure to attend on a regular basis may result in the student's withdrawal from the program.
3. Students with vehicles are expected to park in the designated student parking area only.
4. Students are expected to respect the rights and property of other students, visitors and staff, at all times in all class locations. Discriminatory slurs, sexual harassment, vulgar or profane language or gestures, loud, disruptive talk, provision of false information and moral laxity will not be permitted.
5. Defacement of school property is a violation of school board policy. All students are expected to refrain from behavior which is damaging to school property.
6. Students are expected to inform friends and acquaintances not to visit them at school during class time unless prior approval is given by the teacher.

7. Food and beverages are not permitted inside of classrooms, unless authorized. This includes gum, candy, and snacks.
8. No weapons of any kind are permitted. Metal detectors may be used to scan and screen for weapons and may be used at random without cause at times to be determined by administration.
9. Students are expected to dress appropriately for a school/work environment.
10. Possession or use of illegal substances, tobacco products, e-cigarettes or alcohol is prohibited at all class locations.
11. Alteration of grade reports, transcripts, cheating, or plagiarism may result in student withdrawal from the program.
12. Personal telephones or other electronic communication devices may not be used during school hours. Devices may not be on or visible during class time.

*Statutory Authority:* § 1001.41, Fla. Stat.

*Law Implemented:* § 1000.04 & 1011.80, Fla. Stat.

## ATTENDANCE

Students are expected to attend as many class meetings as possible to gain the maximum benefit from the instructional program. A student who misses six consecutive class meetings will be withdrawn from that course. Though many adult students have competing demands for their time, such as child care, jobs and other family responsibilities, continued patterns of excessive absence shall be grounds for administrative withdrawal. Excessive absence is defined, in this case, as absence or tardiness so repetitive as to impede the learning progress for that student in the judgment of the teacher. Conditions for re-enrollment in any adult education course will be determined by the principal of the Adult & Community Education Program.

## GRADING

Grades are not used in adult education programs, with the exception of the adult high school program and the high school credit program. The grading system used in those two programs is as follows:

<b>Definition</b>	<b>Percent Value</b>	<b>Letter Grade</b>
<b>Outstanding</b>	90-100%	A
<b>Above Average</b>	80-89%	B
<b>Average</b>	70-79%	C
<b>Below Average</b>	60-69%	D
<b>Failure</b>	0-59%	F

Adult high school and adult high school credit co-enrolled courses are individualized, self-paced, and performance based. Students in high school credit co-enrolled classes must demonstrate proficiency (70% "C" or higher/grade) on the course standards before credit can be awarded. Student progress in other adult education courses is determined by pre and posttests using Florida Department of Education approved assessment instruments.

## PLACEMENT

Students are placed in courses based on their performance level as assessed by available student records and Florida Department of Education approved placement tests.

## RECORDS AND REPORTS

Individual folders with records showing participation and progress are maintained on all students who enroll in adult education classes. All information is recorded according to procedures in the Leon District Schools' Educational Records Policy. The student work folders will be kept in the class and will be purged during the year following the student's withdrawal.

#### **MONITORING PROCESS**

The principal or designee is responsible for monitoring the adult education program to ensure compliance with the Student Progression Plan. The Superintendent shall establish procedures and guidelines for district-wide monitoring of compliance with provisions of this policy, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

#### **GRIEVANCE PROCEDURE**

When a dispute on student placement or progression arises, the student (or guardian) shall first discuss the complaint informally with the person against whom it is directed. If the dispute is not resolved at this level, the student (or guardian) shall, within five school days following the dispute, discuss the dispute with the principal or designated assistant principal who shall render a written decision within five school days.

The decision, normally made by the principal or designated assistant principal, may be appealed to the Superintendent or designee in writing, within five school days following the school administrator's decision. The Superintendent or designee shall investigate the facts of the situation and shall render a final decision in writing to the student within ten days following notification of student appeal.