



LEON COUNTY SCHOOLS
STUDENT PROGRESSION PLAN

Nondiscrimination Notification and Contact Information

"No person shall on the basis of sex, marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, military status or genetic information be denied employment, receipt of services, access to or participation on 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 to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any youth group listed in Title 36 of the United States Code as a patriotic society.

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

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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 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 is 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.

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SECTION I: K-12 GENERAL INFORMATION

ENROLLMENT AND ADMISSIONS

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: Utility Bill, Insurance Bill, Government Mail Documents

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 School Management 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 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 5 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, technical education, 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 Rule 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:
 - a) 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;
 - b) An official letter or transcript from a proper school authority which shows record of attendance, academic information, and grade placement of the student;
 - c) Evidence of immunization against communicable diseases as required in §1003.22, Fla. Stat.;
 - d) Evidence of date of birth; and
 - e) 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 Rule 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.

ATTENDANCE

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.

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.

ASSESSMENT OVERVIEW

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

- FAST Star Early Literacy
- Florida Assessment of Student Thinking (FAST)
- Florida Standards Assessments (FSA) (High School make-ups only)
- End-of-Course Assessments (EOC)
- State-wide Science Assessment
- Florida Standards Alternative Assessment (FSAA)
- Florida Standards Access End-of-Course Assessments (Access EOC)
- ACCESS for ELLs

National Assessments

- 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 ASSESSMENT OF STUDENT THINKING (FAST), END-OF-COURSE (EOC) ASSESSMENTS, AND FLORIDA STANDARDS ASSESSMENTS (FSA)

The Florida Assessment of Student Thinking measures 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 FAST for English language arts (ELA) is administered annually in grades K through 10. The statewide, standardized mathematics assessment shall be administered annually in grades K 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 occurs only after the student has taken the exam and shall be designated on the student's transcript. Students with disabilities must always be provided the opportunity to take the statewide, standardized assessments. 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.

Students who are eligible to receive paper-based accommodations must have an IEP or Section 504 Plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate for the student. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA program.

For students with the most 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 the most 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 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 Rule 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 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

PROGRESSION, SUPPORT, AND ACCELERATION

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), Benchmarks for Excellent Student Thinking (BEST) and Florida Standards (FS). You can find more information on these standards by visiting: 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 BEST
- Mathematics BEST
- 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(7)(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 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(7)(b), Fla. Stat.).

EXCEPTIONAL STUDENT EDUCATION

The Individual Educational Plan (IEP) team will determine if a student with a disability (SWD) follows the Next Generation Sunshine State Standards (NGSSS), Benchmarks for Excellent Student Thinking (BEST), Florida Standards (FS), or Florida Standards Access Points which aligns with the BEST Standards. This decision will be documented on the IEP, with every attempt to ensure that the SWD has the opportunity to follow the non-Access Points Florida Standards. If the Individual Education Plan team recommends that the student follow Florida Standards Access Points, the parent must give consent for instruction using Florida Standards Access Points at the IEP meeting in which an SWD qualifies for Access Points and at each annual IEP meeting thereafter. 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, promotion is based upon progress toward mastery of the Florida Standards Access Points and the student's annual goals.

The parent of a student with disabilities who is enrolled in prekindergarten at the age of 4 and is fully funded through the Florida Education Finance Program has the right to retain his or her child in consultation with the individual education plan team.

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(9)(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 Rule 6A-6.053 and the board approved Comprehensive Evidence-Based Reading Plan.

The Progress Monitoring Plan (K-3 Substantial Reading Deficiency or K-4 Substantial Math Deficiency) is intended to provide the school district and the school flexibility in meeting the academic needs of the student. The plan should be created within 45 days of results of coordinated screening and progress monitoring system becoming available and include:

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

6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematical skill development.

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 interventions 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 interventions. The integrated instruction and interventions are 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.

Performance contracts for students in ACCEL programs are optional at the discretion of the principal.

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 by school includes advancing to the next grade level for some coursework selected in person courses/enrichment activities or online learning options.

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.

VIRTUAL EDUCATION

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 §1002.20 (6)(a); §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 §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.

For students with disabilities with IEPs or 504 plans, if comparable services are not available or not appropriate in a full-time online environment, or if the LCVS team has concerns that a full-time online setting may not be the Least Restrictive Environment (LRE) for the student, then all educational options will be considered by the IEP team that is convened for this purpose.

VIRTUAL INSTRUCTION PROGRAM ASSESSMENT AND ACCOUNTABILITY

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

Pursuant to §1002.45 (3), in all VIPs provided by Leon County Schools, curriculum and content will be aligned to state standards under §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 §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 §1002.45 (8), all full-time VIPs will participate in Florida's education performance accountability system under §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.

HOME EDUCATION (HOMESCHOOLING)

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

Parents/guardians can request a formal evaluation for the purpose of determining eligibility for ESE or Gifted services. As appropriate, parents shall be involved in the development of the student's Education Plan (EP) or Individual Education Plan (IEP).

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 of 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 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.

HOME EDUCATION STUDENT TRANSFER OF CREDITS- MIDDLE AND HIGH SCHOOL STUDENT(S)

The State Board of Education Rules were intended to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public middle and high schools. The rules increase consistency in the credit transfer process and fulfill the State Board of Education responsibility to prescribe "procedures relating to the acceptance of transfer work and credit for students" as required by §1003.25(3), Florida Statutes. Rule 6A-1.09941, F.A.C., applies to high school transfers, and Rule 6A-1.09942, F.A.C., applies to middle grades transfers.

The State Uniform Transfer of Students in the Middle Grades Rule applies to out-of-state middle grades transfer students, and states that 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. The State Uniform Transfer of High School Credits Rule applies to all high school transfer students, and states that 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. The rules do not require that the transferring school be accredited in order for the credits to be accepted at face value.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, or if the student does not possess an official transcript, or is a home education student, then credits or grades shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level. A middle grades student should have passing grades, and a high school student should have a minimum grade point average of 2.0 after the first enrolled grading period in order to receive credit.

The State Board of Education Rules specifically require credits and grades to be accepted at face value, establish limited exceptions where validation can be used, and provide procedures for validation. The rules, therefore, preclude districts and individual schools from placing any additional requirements or procedures on the transfer of middle school grades and high school credits and grades.

Questions and Answers

1. When must a public-school grant credits and grades at face value?

According to the State Board of Education Rules, credits and grades shall be granted at face value when submitted on an official transcript, but may be subject to validation if required by the accreditation of the receiving school.

2. What is an official transcript?

An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school administrator. An official transcript shall be sent by mail or electronically signed by a school administrator, and be on school letterhead, and/or be embossed with the school's seal. An official transcript should clearly identify the school, the student, course number, date the course was taken, and credit and/or grade earned in each course. An unofficial transcript is one that is hand delivered by the student or parent, or is delivered to the designated school administrator in an opened envelope, or is on plain paper.

3. Do the State Board of Education Rules permit a school to validate credits and grades on an official transcript?

Yes, but only in situations where validation is required because of the receiving school's accreditation requirements.

4. Must a school accept credits and grades from public or private schools that are not accredited?

Yes, credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. However, the State Board of Education Rules state that validation of the official transcript may be done if

required by the receiving school's accreditation. If required, validation of the official transcript (credits or grades) will be done through performance during the first grading period.

5. Must a school accept credits or grades when a student does not have an official transcript or is a home education student?

Yes, the Rules state that in this situation these courses shall be validated through performance during the first grading period. At the middle school level, grades are to be accepted. At the high school level, credits are to be accepted, with grades accepted according to accreditation standards and school policies.

6. Must credits or grades submitted on an unofficial transcript be validated through performance at the receiving school?

Yes, the State Board of Education Rules were intended to validate the overall integrity of the transcript. The student shall be placed at the appropriate sequential course level, and overall performance in classes at the receiving school validates the credits (or grades, if middle school) from the previous school or home education program in their entirety.

(Home Education)

7. How does the receiving school determine placement of the student?

Based on the transcript, the student shall be placed at the appropriate sequential course level.

8. How does a school determine if the placement of the student is correct?

If the student's classroom performance during the first grading period reflects that the student has the educational foundation to be successful in that class, then the placement is correct.

9. Can a school change the placement of a student?

Yes, the State Board of Education rules require that the student be placed at the "appropriate" sequential level. If the student's performance in the classroom during the first grading period does not meet the requirements for credit, the school, parent, and teacher may reconsider whether the student was placed at the "appropriate" sequential level.

10. How long does a school have to validate the transcript if deemed necessary?

A school has until the end of the first grading period to validate an official transcript, and then all credits and grades are to be accepted at face value. For students who do not have an official transcript or are from a home education program, the credits and/or grades will be validated and granted at the end of the first grading period based on scholastic performance.

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

SECTION II: ELEMENTARY EDUCATION (K-5)

STANDARDS-BASED PROGRAM OF STUDY

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.

- 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 course;
 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 **the** 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 a Resiliency Education program based on the state provided Resiliency Toolkit found in CPALMS 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.).

PERFORMANCE STANDARDS, PROGRESSION, & SUPPORT

KINDERGARTEN READINESS SCREENING

THE STATEWIDE KINDERGARTEN SCREENING (FAST STAR EARLY LITERACY) 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.

FLORIDA ASSESSMENT OF STUDENT THINKING (FAST) AND FLORIDA STATE-WIDE SCIENCE ASSESSMENT

At the elementary level, the FAST for English language arts and mathematics is administered annually from VPK to fifth grade. 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.

Writing assessments aligned to the B.E.S.T. Standards are administered in grades 4 and 5. The Florida State-wide 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)(c), 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 in K-2 with a substantial reading or math deficiency will receive intensive and targeted interventions. It is important that students master early literacy and communication skills in order to be reading at or above grade level by the end of grade three.**

Any student in a Voluntary Pre-K program who exhibits a substantial reading deficiency in early literacy skills will be provided reading interventions following the indemnification of the reading deficiency or characteristics of dyslexia.

A Voluntary Pre-K student who exhibits a substantial deficiency in early literacy skills based upon the results of the administration of the midyear or final coordinated screening and progress monitoring shall be referred to the local school district and may be eligible to receive instruction in early literacy skills before participating in kindergarten. A Voluntary Pre-K student who scored below the 10th percentile on the final administration of the coordinated screening and progress monitoring shall be referred to the local school district to receive early literacy skill instructional support through a summer bridge program the summer before participating in Kindergarten.

STUDENTS WITH DISABILITIES

Students with disabilities who are instructed general 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 provided during 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 Florida Standard 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 Florida Standard 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 Florida Standard 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 Florida Standard 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 B.E.S.T. 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 Florida Standard 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 B.E.S.T. 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 Florida Standard 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 B.E.S.T. Reading, Mathematics and NGSS 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.

PROGRESSION ALTERNATES

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. **Students in K-2 identified as having a substantial reading or math deficiency according to state board rules 6A-6.053 and 6A-6.0533, who have NOT shown improvement after documented intervention attempts**

AND also have not demonstrated progress toward proficiency via other means of monitoring such as classroom grades, district approved progress monitoring tools, or other analysis of student ability will be considered for retention.

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. Parents will have an opportunity for input on retention decisions as required under § 1008.25, Fla. Stat. 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 general 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 provided during 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 Access curriculum based upon information from the Individual Educational Plan (IEP) team.

The IEP team's decision to recommend retention for a student with the most 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 Rule. 6A-1.09432(6)).

Students Who Are 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 BEST or Florida Standards or Florida Standards Access Points. Florida Standards Access Points are designed for students with the most significant cognitive disabilities. This decision will be documented on the IEP, with every attempt to ensure that the student has the opportunity to follow the General 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 the Florida Standards Access Points. Progress towards mastery of Florida Standards Access Points and annual IEP 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, the student's annual goals and the Florida Standards Alternate Assessments. It is the principal's responsibility to recommend promotion of a student on Access Points, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

MANDATORY THIRD GRADE RETENTION REQUIREMENTS

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 (§ 1008.25(5)(c), 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 alternative 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 prekindergarten, kindergarten, grade 1, grade 2, or grade 3.
- **Exemption 7:** Students who have received intensive reading interventions 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.

Florida Statute § 1008.25(7)(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.

The parents of a 3rd grade student with a substantial deficiency in math or reading, who is being promoted to 4th grade with a placement for good cause exemption, has the right to request the following: a meeting to discuss the student's progress, more frequent notification of the student's progress, more frequent interventions and supports, and earlier implementation of the additional interventions or supports described in the additional notification.

PROGRESSION FOR RETAINED THIRD GRADE READERS

Retained students whose reading deficiency has not been remediated by the end of third grade must be provided with intensive reading interventions, grounded in the science of reading, to improve the student's specific reading deficiency and prepare the student for promotion to the next grade. This intensive intervention must include evidence-based, explicit, and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies as appropriate to meet student instructional needs

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, evidence-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:
 - Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block.
 - Targeted small group instruction
 - Reduced teacher-student ratios
 - Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback
 - More frequent progress monitoring and adjustment of instruction according to student need
 - 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 § 1008.25(7)(d), 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 in grade 3 with a reading endorsed, highly effective, 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 were previously retained in kindergarten, grade 1, or grade 2
 - The Intensive Acceleration Class shall:
 - 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 State Standards in other core subject areas.
 - Incorporate the use of explicit, systematic, and multisensory reading interventions, grounded in the science of reading, including intensive language, phonics, and vocabulary instruction that have proven results in accelerating student reading achievement within the same school year.

MID-YEAR PROMOTION

Mid-year promotion of a retained 3rd grade student must follow the guidelines set forth in State Board Rule 6A-1.094222. Such mid-year promotions should occur during the first semester of the academic year. To be eligible for a mid-year promotion, a student must demonstrate that he or she:

- Is a successful and independent reader as demonstrated by reading at or above grade level;
- Has progressed sufficiently to master appropriate fourth grade reading skills; and,
- Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastered grade 3 reading skills. Evidence is as follows:

- Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in Grade 3 English Language Arts,
- Satisfactory performance on a district standardized assessment(s) measuring state ELA standards,
- Satisfactory performance on a state approved alternative assessment; or
- Successful completion of portfolio elements that meet state criteria.

Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the month in which the transition to grade 4 occurs. (§ 1008.25(8), Fla. Stat.).

STUDENT READING OR MATH INTERVENTION

Reading intervention placement and progress monitoring must follow the guidelines established in Fla. Admin. Code R. 6A-6.053 and the board approved Comprehensive Evidence-Based Reading Plan.

Elementary students who exhibit substantial deficiencies in reading based on statewide assessments, locally determined assessments, or through teacher observations must be given intensive, individualized reading instruction. Intensive reading interventions must be provided by a teacher who is certified or endorsed in reading, or by instructional personnel who possess a literacy micro-credential. Intensive 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. Intensive reading interventions must be provided until the reading deficiency is remedied.

Any student in kindergarten through grade 3 who exhibits a substantial reading deficiency or the characteristics of dyslexia must be provided intensive, explicit, systematic, and multisensory reading interventions, that are grounded in the science of reading, immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to § 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490 which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary by pursuant to s. 1008.25(4)(c) F.S.

The parent of any K-3 student who exhibits a substantial reading deficiency or the characteristics of dyslexia shall be immediately notified, *in writing*, of the student's deficiency pursuant to § 1008.25(5) or any K-4 students who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia pursuant to § 1008.25(6) shall be immediately notified of the student's deficiency and shall be consulted in the development of a plan, as described in § 1008.25(4)(b).

A student with an individual education plan who has been retained pursuant to paragraph (2)(g) and has demonstrated a substantial deficiency in early literacy skills must receive instruction in early literacy skills. Such instruction in early literacy skills intensive reading interventions shall be paid for using funds from the district's evidence-based reading instruction allocation in accordance with § 1011.62(8).

II. For reading, the individualized progress monitoring plan shall include at a MINIMUM:

1. The student's specific, identified reading deficiency.
2. Goals and benchmarks for student growth in reading.

3. A description of the specific measures that will be used to evaluate and monitor the student's reading progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources and materials that will be provided to the student's parent to support the student to make reading progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading development. (s. 1008.25(4)(c), F.S.)

If a student is covered by an Individual Educational Plan (IEP) ONLY, the above criteria should be documented in the IEP along with all other required documentation.

In accordance with Rule 6A-6.053(10), F.A.C., a kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- A. For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.
- B. For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- C. For grade 3, the student scores:
 1. Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 2. Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

The parent of any student in kindergarten through grade 3 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 intensive 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. 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(5)(d), Fla. Stat.).

A student in kindergarten through grade 5 is eligible for the state's New World Reading Initiative if the student has a substantial reading deficiency or has scored below a Level 3 on the preceding year's statewide, standardized English Language Arts assessment (§ 1003.485(6)(a), Fla. Stat.) Once an eligible student is identified, the school district coordinates with the state's administrator of the program to initiate free book delivery on a monthly basis. A student's eligibility for the initiative continues until promotion to grade 6 or until the student's parent opts out of the initiative (§ 1003.485(6)(e), Fla. Stat.). Parents of children who qualify will be notified by the school.

The reading proficiency of students transferring into the district will be monitored to determine if intervention is appropriate (§ 1008.25, Fla. Admin. Code Rule. 6A-6.053).

REPORTING STUDENT PROGRESS

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

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) 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.).

- **Career Education**

Per Section 1003.4156, Florida Statutes (F.S.), for students to meet middle grades promotion requirements, a Career and Education Planning course must be successfully completed. At a minimum, the course must be Internet-based, customizable to each student and include researched-based assessments to assist students in determining educational and career options and goals. The Florida career and education planning program will satisfy the above requirement as it is Internet-based, it is customizable to each student and contains research-based assessments to assist with education and career goals. Xello has been chosen by FDOE to satisfy this requirement.

- **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.

STATEWIDE, STANDARDIZED ASSESSMENTS

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:

Grade 6	Grade 7	Grade 8
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State Standardized English Language Arts assessments	State Standardized English Language Arts assessments	State Standardized English Language Arts assessments
State Standardized math assessment	State Standardized Math assessments OR Algebra 1 End of Course Assessment	State Standardized Math assessments OR Algebra 1 End of Course Assessment OR Geometry End of Course Assessment
State Standardized writing assessment	State Standardized writing assessment	State Standardized writing assessment
	Civics End of Course Assessment	State Standardized writing assessment
		Statewide Science Assessment or Biology End of Course

Certain courses in the course code directory are specified as being associated with end-of-course (EOC) assessments. Students enrolled in these courses 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 Rule 6A-1.0943(5) the following are the required statewide standardized assessments for middle school:

- **Florida Standards Alternate Assessments (FSAA)** designed for students with the most significant cognitive disabilities instructed on Florida Standards Access Points
- English Language Arts
 - Administered annually in grades 6-8
- Mathematics
 - Administered annually in grades 6-8
- Science
 - Administered in grade 8
- EOC Civics
 - Administered in grade 7

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.).

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. Florida Standards Access Points are designed for students with the most significant cognitive disabilities. This decision will be documented on the IEP, with every attempt to ensure that the ESE student has the opportunity to follow the General 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.

PERFORMANCE STANDARDS & PROMOTION REQUIREMENTS

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

Credits for middle school courses will be earned in 0.5 increments per semester, two semester credits of the same course or equivalent subject will equal a 1.0 full credit. Nine weeks grades of D and F, earned in a middle school during the first or second semester, will be rounded to a D and .5 credit will be awarded.

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.

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 General 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.

REMEDIATION & ACCELERATION

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 APC’s can request midyear promotion through the month of March for students with the following criteria:

- seniors only – student scheduled to graduate in May (this includes a student, i.e. junior cohort, that is planning to graduate early)
- ACCEL diploma designation in FOCUS – parent permission is documented
- 15.00 credits total or more
- 2.00 unweighted cumulative GPA

Once APC has verified the student meets the criteria above and is actively working on required courses for graduation (including approved online i.e. FLVS, PLATO, ACE, etc...) they will submit the promotion request with student name and ID# to Focushelp@leonschools.net

Student Name	Student ID	Courses Active online (FLVS, PLATO, etc...)
1.		
2.		
3.		

4.

5.

STUDENT READING INTERVENTION

Reading intervention placement and progress monitoring must follow the guidelines established in Fla. Admin. Code Rule 6A-6.053 and the board approved Comprehensive Evidence-Based Reading Plan. Middle School students who exhibit substantial deficiencies in reading based on statewide assessments, locally determined assessments, or through teacher observations must be given intensive, individualized reading instruction. Intensive reading interventions must be provided by a teacher who is certified or endorsed in reading, or by instructional personnel who possess a literacy micro-credential.

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.).

REPORTING TO PARENTS

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 posted in parent portal, 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)

STANDARDS-BASED PROGRAM OF STUDY

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, and financial literacy. 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.

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.

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.

CREDITS EARNING OVERVIEW

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.fl DOE.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 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.

STUDENT READING INTERVENTION

Reading intervention placement and progress monitoring must follow the guidelines established in Fla. Admin. Code R. 6A-6.053 and the board approved Comprehensive Evidence-Based Reading Plan. High School students who exhibit substantial deficiencies in reading based on statewide assessments, locally determined assessments, or through teacher observations must be given intensive, individualized reading instruction. Intensive reading interventions must be provided by a teacher who is certified or endorsed in reading, or by instructional personnel who possess a literacy micro-credential.

High School Uniform Transfer of Credits

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 Rule. 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. *Credits (not grades) earned in a school out of the country or in non-public or homeschool program which are not accredited by a national, regional, or state agency shall be honored. A grade of “P” (pass) will be placed on the LCS transcript in place of a letter grade which maintains a neutral impact on the student GPA (the “P” does not calculate in the student’s GPA); however, it awards credit which allows the student to meet graduation requirements.*

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.).

2. 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.

3. 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 FAST 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 Rule 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 FSA or alternate assessment and receive a standard high school diploma upon passage of the required assessment or alternate assessment.

ACCELERATED HIGH SCHOOL GRADUATION

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 college. 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. All dual enrollment agreements are housed with the Academic Services office.

Courses may be taken either on the college campus or on-line, 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. Dual enrollment students should not enroll in college summer sessions that begin before the end of the school year. (§ 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.

HIGH SCHOOL GRADUATION OPTIONS

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

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 or by the first day of the student's 9th grade year, whichever comes first.

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.

Florida Seal of Fine Arts

To qualify for the 2024-2025 Florida Seal of Fine Arts, a student will earn the following:

1. A standard high school diploma
2. Successful completion of at least three annual courses in dance, music, theatre, or visual arts with a grade of “A” or higher
3. A minimum of two of the following requirements
 - Successful completion of a fine arts International Baccalaureate, advanced placement, dual enrollment, or honors course in the subjects listed above with a grade of “B” or higher
 - Participation in a district or statewide organization’s juried event as a selected student participant for two or more years
 - Fulfillment of at least 25 volunteer hours of arts-related community services in the community with a comprehensive presentation on the experience
 - Requirements met in a portfolio-based program identifying the student as an exemplary practitioner of the fine arts
 - Recipient of district, state or national recognition for the creation and submission of an original work of art (musical or theatrical composition, visual artwork, or choreographed routine or performance)

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 FAST 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 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 FAST English Language Arts (depending on cohort).

Certificate Acceptance

A student may accept the Certificate of Completion, in order to retake FAST 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

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. The IEP team determines if 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 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 as determined by the student's Individual Education Plan

(IEP) team. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Fla. Admin. Code Rule 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(10)(b)2d., Fla. Stat., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.

Achievement of all components defined in § 1003.4282(10)(b)2b, Fla. Stat., will be documented 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)(d), 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.

Requirements for a Standard Diploma for Students with the Most Significant Disabilities

The IEP team determines if 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. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Fla. Admin. Code Rule. 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 as determined by the student's Individual Education Plan (IEP) team. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Fla. Admin. Code Rule. 6A-1.09441.

Students with the most 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, Civics and Access United States History.

Students with the most significant cognitive disabilities 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)(d), Fla. Stat. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to §1008.22(3)(d), 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 results 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, Modified Occupational Completion Points

(MOCs), work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

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 documented in 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, the Transition IEP meeting(s) and/or the Diploma Deferral IEP meeting(s), 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 include that the deadline for acceptance of 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.
- The school district will maintain the diplomas of the students who have deferred until the student chooses to end their deferral or has completed their prescribed Transition programs/services.

In accordance with Fla. Admin. Code Rule 6A-6.03028(1), a student with a disability who receives a certificate of completion or defers their diploma, 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.).

Leon County Schools

ESOL Alternative Graduation Pathways

FL Rule 6A-1.09422 authorizes beginning with the 2022-2023 school year that students enrolled in an English Speakers of Other Languages (ESOL) program for less than two years may have an alternative assessment to satisfy the 10th Grade ELA requirement for graduation through satisfactory performance on formative assessments in accordance with state board rule.

English Language Learners (ELL) coded (LY) and have been enrolled less than 2 years in an ESOL program, that have not met the 10th Grade ELA requirements for graduation through PM-3 are eligible to be included in the ESOL Alternative Graduation Pathways Assessment for ELL Students.

**** There is no alternative/portfolio for Math Graduation Requirements**

There are two pathways for documentation of the 10th Grade ELA requirements for qualifying ELL students.

Path One:

Assessment Tool	Proficiency Level
ACCESS for ELLs	4.0 in the reading domain Or 4.0 overall composite score
Grade Study Sync Benchmark Assessment (baseline, mid-year, end year)	Passing score of 70% or higher on each (see attached spreadsheet)
Unit Tests in Study Sync	Pass the 5-unit tests with a 70% or higher on each
ACT or SAT	Concordant on the ELA section

III. Path Two:

ELL Portfolio of Independently Produced Student Work

- Teachers will select three artifacts that demonstrate a student's ability to meet each of 10th grade-level ELA standards.
- Artifacts must be an accurate picture of the student's ability and only be independently produced in the classroom.
- Artifacts must be an organized collection of evidence that demonstrate a student's mastery of the 10th Grade ELA standards assessed by the Florida Standardized 10th Grade ELA assessment.
- The student must demonstrate 70% mastery on all items assessed. Students must be permitted to use their appropriate ELL accommodations.
- Both the teacher and principal must sign that the portfolio is an accurate assessment of the required skills.
- All uploads must be completed before the last day of classes for Seniors.

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. Only full-time students enrolled in at least four courses during their senior year are eligible to walk with a brick and mortar high school.

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.

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

GENERAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION

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.

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.fl DOE.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



Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

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

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

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

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

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

- 2.5 elective credits instead of 7.5
- Physical Education is not required

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

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
<ul style="list-style-type: none"> • One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
7.5 Elective Credits
<p>Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.</p>

*Eligible courses are specified in the [Florida Course Code Directory](#).

**[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

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

****This requirement was added for students entering grade nine 2023-2024 and thereafter.

Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

****Special note:** A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is CAP?

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

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

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study 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):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or 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.

[Career, Adult and Technical Education District Postsecondary Institutions](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

PERFORMANCE STANDARDS

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. A Student on an approved designated 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) diploma option may be promoted Mid-year/Semester 2, if the student has earned a total of fifteen (15) credits and has a cumulative grade point average of 2.0 on an unweighted 4.0 scale in the credit being submitted for promotion and is currently enrolled in the courses needed to meet graduation requirements.

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	$\text{GPA} = (\text{Total Grading Period 1 Quality Points} * .4) + (\text{Total Grading Period 2 Quality Points} * .4) + (\text{Exam Quality Points} * .2)$

2. Courses with final exam exempted:

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

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

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.

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

2nd 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 FAMILIES SHOULD REFER TO INDIVIDUAL HIGH SCHOOLS FOR THEIR POLICIES FOR HONORS AND CUM LAUDE DESIGNATIONS. ANY STUDENTS TRANSFERRING SCHOOLS WILL BE SUBJECT TO THE RULES OF THE NEW SCHOOL

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 7th 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 3rd 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

A Student on an approved designated 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) diploma option may be promoted Mid-year/Semester 2, if the student has earned a total of fifteen (15) credits and has a cumulative grade point average of 2.0 on an unweighted 4.0 scale in the credit being submitted for promotion and is currently enrolled in the courses needed to meet graduation requirements.

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.

English Language Arts	Mathematics	Science	Social Studies
9 th grade state standardized English Language Arts assessment	Algebra 1 EOC (30%) of course grade and satisfactory score required for graduation.	Biology EOC (30%) of course grade	US History EOC (30%) of course grade.
9 th grade state standardized writing assessment	Geometry EOC (30%) of course grade		
10 th grade state standardized English Language Arts assessment (passing score required for graduation)			
10 th grade standardized writing assessment			

CONCORDANT SCORES

Cohort	Scheduled Graduation Date	Concordant Scores
Those who entered 9 th grade in 2018-2019 and beyond	Spring 2022 and beyond	<p>Students can <u>only</u> use newly adopted scores for Grade 10 FAST ELA:</p> <ul style="list-style-type: none"> • 480 on SAT EBRW or • An average of 18 on ACT English and Reading • 36 CLT Verbal/Grammar <p>For Algebra 1 EOC:</p> <ul style="list-style-type: none"> • 430 on PSAT/NMSQT* or • 420 on SAT Math** or

		<ul style="list-style-type: none"> • 16 on ACT Math • 11 CLT Quantitative Reasoning • 3 Algebra 1 EOC
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- **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 10th grade FSA at least one time, legislation provides for a waiver of this requirement for a standard high school diploma for students with disabilities who have passed the standards of the 10th grade ELA course and whose abilities cannot be accurately measured by the statewide assessments.

The individual educational plan (IEP) team may request a waiver of the state testing 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 and have passed the standards of the Algebra 1 course. 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, 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

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 Leon County Adult and Community 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.

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.

CAREER DUAL ENROLLMENT AND LIVELY TECHNICAL COLLEGE

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 career-technical classes at Lively Technical College. All credits earned may be transferred to the high school to be credited toward graduation requirements. To qualify for career 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 College.

ENROLLMENT IN LIVELY TECHNICAL COLLEGE 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 technical education credits may be earned toward graduation through Lively's occupational training programs.

TECHNICAL 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 technical 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.fl DOE.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:
 - 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. 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.

PROGRAMS

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® only if they pass the GED® practice 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.
- Students 16 or 17 years of age who have failed to pass the GED® practice test may be required to enroll in a GED® class before retaking the test.
- 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.

GED® Underage Waiver Procedures

POLICY FOR STUDENTS UNDER 18 Pursuant to section 1003.435, Florida Statutes, the minimum age to take GED® tests to meet the requirements for a high school equivalency diploma is 18 years. A candidate may take the examination after reaching the age of 16 if the requirements set by Leon County School District are met. **Students, ages 16 to 17, who want to take the GED® test must meet the following criteria:**

1. The student must create a GED® account via ged.com.
2. The student must possess a valid government issued identification.
3. The student must schedule to take the GED® Ready tests in a proctored environment at ACE. The cost of each subject is \$6.99 per test. The student must arrive at least 30 minutes prior to the test administration on the scheduled day.
4. The student must pass all four GED® Ready tests with a “LIKELY TO PASS” score of 145 or higher and provide copies of the official score report displaying the student’s name, GED® identifier, test subject, and test score. All GED® Ready tests must be taken within one year of the GED® age waiver application.
5. Complete the ACE GED® Age Waiver Application and submit test scores for waiver approval.
6. After steps 1-5 have been completed, the Underage Waiver Form must be signed by the parent/guardian and adult education director. Upon FLDOE approval the student will be able to schedule for GED® testing.

If necessary the student may enroll in a GED® prep class for instructional support and assistance.

1. The student must remain actively enrolled and attend classes until GED® Ready testing requirement has been met.
2. The student must comply with all policies, procedures and expectations of the program while enrolled.

For more information, please contact Regina Browning, Director at 850-717-2020.

In the event the waiver is denied you may contact BJ Van Camp, Director of Career, Adult, and Technical Education at 850-487-7555.

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.

GENERAL GUIDELINES

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:

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

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 designee who shall render a written decision within five school days.

The decision, normally made by the principal or designee, 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.