

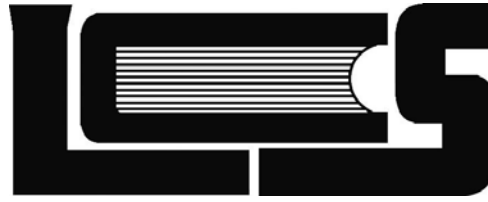
2014/15

Student Progression Plan

Leon County School District

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





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STATUTORY REQUIREMENTS

The purpose of this document, the Student Progression Plan for Leon District Schools, is to present to school personnel, parents, students, and other interested citizens, the School Board adopted policies to implement state and local student progression requirements.

The 1976 Florida State Legislature passed into law the Educational Accountability Act of 1976, which includes the statutory requirement that each school district in the State of Florida establish a comprehensive program for student progression. The act specifically requires that each district school board shall establish a comprehensive program for student progression, which will be based upon an evaluation of each student's performance, including how well the minimum performance standards, approved by the state board, are mastered.

The district program for student progression shall be based upon local goals and objectives, which are compatible with the State's plan for education. Particular emphasis, however, shall be placed upon the student's mastery of the basic skills, especially reading, before they are promoted. Other pertinent factors considered by the teacher before recommending a student progress from one grade to another shall be prescribed by the district school board in its rules.

Each district school board shall establish standards for graduation to include state requirements. Such standards shall include mastery of the basic skills, satisfactory performance in functional literacy, and the completion of the minimum number of credits required by the State of Florida and the district school board. Each district shall develop procedures for the remediation of those students who are unable to meet such standards. Based on these standards, each district shall provide for the awarding of certificates of completion and may provide for differentiated diplomas to correspond with the varying achievement levels or competencies of its secondary students.

The 2003 Legislature enacted Florida Statute § 1008.25, changing the name of this document from Pupil Progression to Student Progression Plan and requiring more stringent student performance for promotion and greater communication with parents regarding progress, including the publication of annual reports in the local newspaper.

Summary Substantive Changes to the 2013/2014 Student Progression Plan

K-12 General Guidelines

Changes to general requirements for promotion.—

- Acceleration Options: Adds language to reflect current statute (SB 1076), “... rigorous industry certifications that are articulated to college credit and approved, work-related internships or apprenticeships, ...”
- Exceptional Student Education: Updates language to reflect current statute, “If the Individual Education Plan team recommends that the student follows the Special Student Progression Plan, the parent must give consent for instruction using the Next Generation Sunshine State Standards Access Points.”
- Update virtual education language under Assessment and Accountability to reflect current statute (SB 1076): “Both full-time and part-time students receiving instruction in courses requiring statewide end-of-course assessments students must take all required statewide end-of-course assessments.”

Elementary

Changes to requirements for elementary grades promotion.—

- Adds language related to transitioning into Common Core Standards reflected in current statute (SB 1076):
 - “... and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills,...
 - “include distinct grade-level expectations” for the core content, knowledge, and skills that a student is expected to “have acquired by each individual grade level from kindergarten through grade 8.”
- Changes to Third Grade “Good cause” exemption language reflected in current statute (SB 1076) for the following exemptions:
 - Exemption 5: Students with disabilities who “participate in the FCAT Reading or the common core English Language Arts assessment, as applicable under Florida Statute § 1008.22, and who have an individual education plan or a Section 504 plan that reflects that the student has” received intensive remediation in reading and English Language Arts for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3 (Fla. Stat. § 1008.25 (6)(b)5);
 - Exemption 6: Students who have received intensive remediation in reading and English Language Arts, as applicable under Florida Statute § 1008.22, for two or more years but who still demonstrate a deficiency and were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.
- Changes to the elementary school grading scale:
 - Changes kindergarten through first grade codes from “E, S, and N” to “A, B, C, D, and F” and eliminating “Below-Grade-Level Codes”.
- Adding language concerning academic grading for elementary grades:
 - The Report Card uses the codes “A, B, C, D, and F” for students working on grade level.
 - Student achievement codes 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.
 - Academic grades will not appear for Kindergarten students the first grading period.
 - In lieu of academic grades the first nine week period, the parents or guardian of a kindergarten student will be notified about the student’s academic progress through conferencing with the teacher.

Summary Substantive Changes (continued)

Middle School

Changes to general requirements for middle grades promotion.—

- Changes to requirements for middle grades promotion.—
 - Revision to the requirements for middle school instruction, allowing high school level courses to meet the middle grades requirements.
 - For promotion to high school, middle grade students must pass three courses in middle grades or higher English Language Arts, mathematics, social studies, and science.
 - The three credits in middle grades social studies must include at least a one-semester course in civics.
- Each school housing middle grades must offer at least one high school level mathematics course.
- Adding completion requirements to high school credit courses in the middle grades:
 - Successful completion of a high school level Algebra I or geometry course is not contingent upon the passage of a standardized statewide end of course examination, or after transition, upon a common core examination.
 - Beginning in the 2011-2012 school year, to earn high school credit for an Algebra I course the middle grades student must pass the Algebra I statewide, standardized examination.
 - Beginning in the 2012-2013 school year, a middle grades student taking a high school geometry course must take the statewide, standardized geometry EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course to earn high school credit.
 - Beginning with the 2013-2014 school year each student's performance on the statewide, standardized EOC will constitute 30% of the student's final course grade.
 - If a middle grades student takes a high school level Biology I course, successful completion of the course is not contingent on the student's performance on the statewide, standardized EOC.
 - Beginning in the 2012-2013 school year middle grades students taking a high school Biology I course must take the EOC, and the EOC will constitute 30% of the student's grade in the course.
- Adding stipulations for the required middle grade career and educational planning course.
 - The course must now be internet based, easy to use and include research-based assessments to assist students in determining educational and career options.
 - The course must emphasize the importance of entrepreneurship skills, and include an explanation of the two diploma designations and available opportunities to earn college credit in high school, including AP, IB and Dual Enrollment courses.
- Remediation of students scoring Level 1 or Level 2 on the FCAT.
 - If a middle grades student scores at Level 1 or Level 2 on FCAT Reading or the English Language Arts Assessment (after the transition to common core assessments), the student must enroll in and complete a remedial course or a content course with remediation built into the content. The same provisions are made for mathematics.
 - Language that allowed a one-year exemption from the remediation requirement in reading if the student had no score below level 3 in FCAT reading in the previous three years was deleted

Summary Substantive Changes (continued)

High School

Changes to general requirements for high school promotion and graduation.—

- Requirements for a standard high school diploma.—
 - (1) Students entering 9th grade in the 2013-2014 school year receive a standard high school diploma by completing 24 credits, an IB curriculum or an Advanced International Certificate of Education Diploma.
 - Eliminating the accelerated 18 credit diplomas
 - Required credits may be earned through equivalent, applied, or integrated courses, including work-related internships approved by the State Board of Education.
- All must-pass assessment requirements must be met.
 - The must-pass requirements are the 10th grade FCAT Reading Assessment or the common core English Language Arts assessment when that becomes available and the Algebra I statewide standardized EOC examination or the comparable common core assessment when it becomes available.
- Standard High School Diploma Requirements include:
 - 4 credits in English Language Arts (ELA). The credits must be in ELA I, II, III, and IV.
 - 4 credits in Mathematics:
 - A student must earn one credit in Algebra I and one credit in geometry. A student's performance on the Algebra I EOC, constitutes 30% of the student's final course grade.
 - The student is also required to pass the Algebra I EOC (until the state transitions to the common core assessment) in order to earn a standard high school diploma.
 - The student's performance on the geometry EOC constitutes 30% of the student's final course grade.
 - When the state administers a common core Algebra II assessment a student, selecting Algebra II must take the assessment and the student's performance on the assessment constitutes 30% of the student's course grade.
 - Industry certification courses that lead to college credit may substitute for up to two math credits.
 - 3 credits in science:
 - Two of the three credits must have a laboratory component.
 - A student must earn one credit in Biology I, and two credits in equally rigorous courses.
 - The Biology I EOC constitutes 30% of the student's course grade.
 - Industry certification courses that lead to college credit may substitute for up to one science credit.
 - 3 Credits in social studies:
 - The student must earn one credit in United States History
 - One credit in World History,
 - one-half credit in economics which must include financial literacy,
 - one-half credit in American Government.
 - The United States History EOC constitutes 30% of the student's course grade.
 - 1 credit in practical or performing arts:
 - The practical arts course must incorporate artistic content and techniques of creativity.
 - 1 credit in physical education:
 - Physical education must include the integration of health.
 - 8 credits in electives:
 - Electives must include opportunities to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit.
- Online Course Requirements:
 - At least one course excluding driver education within the 24 credits must be completed using online learning.
- Remediation for High School Students:

- Each year a student scores Level 1 or Level 2 on 9th grade or 10th grade FCAT Reading, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.
- Each year a student scores Level 1 or Level 2 on the Algebra I EOC assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.
- Biology I and geometry EOC exceptions
 - All students enrolled in high school as of the 2012-2013 school year who earned a passing grade in Biology I or geometry before the 2012-2014 school year shall be awarded a credit in that course if the student passed the course.
 - The student's performance on the EOC is not required to constitute 30% of the student's final course grade.
- Uniform transfer of high school credits:
 - Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out-of-state, a private school, or a home education program and the 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 assessment unless the student earned a comparative score on 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 U.S.C. s. 6301.
 - If a student's transcript shows a credit in high school reading or English Language Arts II or III, the student must take and pass grade 10 FCAT Reading or earn a concordant score on the SAT or ACT as specified by state board rule or, when the state transitions to common core English Language Arts assessments, earn a passing score on the English Language Arts assessment as required.
- New standard high school diploma designations.—
 - Two new designations for standard high school diplomas. The designations are:
 - Scholar designation:
(See corresponding High School Graduation charts in the High School section.)
 - Merit Designation:
In addition to the basic graduation requirements in order to earn a merit designation the student must earn one or more approved industry certifications.
Students and parents are required to provide information about designations through an online education and career-planning tool.
 - Students currently in high school are eligible to apply for and receive the new high school diploma designations if they meet requirements of that designation.
- Award of standard high school diplomas to honorably discharged veterans.—
 - Authorizes the awarding of a standard high school diploma to honorably discharged veterans who have not completed high school graduation requirements.
- Clarification of the definition of one full credit for high school graduation
 - 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program or CAP.
- Updating language concerning EOC testing requirements:
 - Students enrolled in high school as of 2012-2013,” and incoming 9th graders in 2013-2014 and thereafter, the EOC assessments in Biology and Geometry count 30% of their grade, except for 9th graders who happened to take Biology and Geometry in the 2012-2013, and for them, “[t]he student's performance on the EOC assessment is not required to constitute 30 percent of the student's final course grade.” If they pass the course, they earn the credit.
 - Incoming 9th graders in 2013-2014 and thereafter, the EOC assessment in Algebra I constitutes 30 percent of the student's final course grade and the student must pass the EOC to earn a standard high school diploma.
 - Students already enrolled, who have yet to take Algebra I, must pass the Algebra I EOC assessment in order to earn a standard high school diploma. The 30% requirement is not applicable to them.
- End of Course (EOC) Assessments:
 - Mathematics:

- Beginning with the 2010-2011 school year, all students enrolled in Algebra I must take the Algebra I EOC assessment.
- Students entering grade 9 in the 2011-2012 school year, must earn a passing score on the Algebra I EOC assessment or attain a comparative score in order to earn a standard high school diploma.
- A student who has not earned a passing score on the Algebra I EOC assessment must participate in each retake of the assessment until the student earns a passing score.
- Beginning with the 2011-2012 school year, all students enrolled in geometry must take the Geometry EOC assessment.
- Science:
 - Beginning with the 2011-2012 school year, all students enrolled in Biology I must take the Biology I EOC assessment.
- Social Studies:
 - Students enrolled in United States History are required to take the EOC.

Under Revision

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K-12 GENERAL GUIDELINES

I. ENROLLMENT

A. 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.

B. 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 (Fla. Stat. § 1003.21(1)(a)2).

C. 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 (Fla. Stat. § 1003.21(1) (a)1).

D. 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 school district must notify the student's parent of receipt of the student's declaration intent to terminate school enrollment. The student's guidance counselor or other school personnel must 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. The student must be informed of opportunities to continue his/her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must 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 (Fla. Stat. § 1003.21(1)(c)).

E. Maximum Age of Enrollment

1. 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:

- a. The student has received a high school diploma or its equivalent.
- b. 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.

- c. 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.
- d. Principals may refuse enrollment in the regular high school program if the student has:
 - i. a documented history of disruptive behavior in the school setting and who has attained the age of 18 years; or
 - ii. previously dropped out of or discontinued enrollment in a regular high school program and has attained the age of 18 years.
 - iii. Students may be afforded an opportunity to pursue a high school diploma through the Adult Education or GED programs of the District.

2. 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.

F. Enrollment Appeal Process

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

II. ADMISSION

A. Evidence of residence within school district

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

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

Category 1	Mortgage deed, Lease/Rental Agreement, Homestead Exemption, or Property Tax Record
Category 2	Driver's License, Voter Registration Card, Utility Bill, or Insurance Bill

All submitted documents, addresses, and changes of address are subject to verification by the School Board.

B. Evidence of Birth Date

If the first prescribed evidence is not available, the next evidence obtainable in the order 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. An 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.

A homeless child, as defined by Florida Statute §1003.02, shall be given temporary exemption from this requirement for 30 school days.

C. 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): (Grades K-4) two doses are required for measles, one dose 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: Pre-Kindergarten through 12th grade requires a Hepatitis B Series. 6th – 12th grade requires Hepatitis B Series, TB Booster, and second MMR, if not previously immunized.

MENINGOCOCCAL VACCINE (MCV4): Recommended for all children at their routine preadolescent visit (11-12 years of age). For those who have never gotten MCV4 previously, a dose is recommended at high school entry.

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..

D. 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 (Fla. Stat. § 1003.22(1)).

III. GRADE PLACEMENT (TRANSFER)

A. 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 Florida Statute §1003.21.

B. 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 Florida Statute §1003.21. Any child who has attained the age of six (6) years old, on or before September 1, and 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.

C. 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 Florida Administrative Code R. 6A-1.0985, which states:

1. Any student who transfers from an out-of-state public school shall be admitted upon presentation of the following information:
 - 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 Florida Statute §1003.22
 - d. Evidence of date of birth
 - 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 (1)(a) through (e).
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.

D. All Transfer Students (K-12)

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

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

E. Foreign Students

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

1. age appropriateness
2. previous school experience
3. 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.

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

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 10 U.S.C. § 1209 and 1211.
- 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, other federal agency civilian, and contract employees not defined as active-duty members of the uniformed services.

If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the

unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

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

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

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

If a student transfers before or during the school year, the receiving school shall initially honor placement in courses based on the student's enrollment in the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. The receiving school is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses. The receiving school must initially honor placement of the student in educational programs such as Gifted and Talented and English as a Second Language based on current educational assessments conducted at the sending school.

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

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

IV. ATTENDANCE

A. Parent Responsibility

Florida law (Fla. Stat. § 1003.24) requires each parent of a child from five to sixteen years of age 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 Florida Statute § 1003.24, the procedures under Florida Statutes § 1003.26 and § 1003.27, shall be followed by the appropriate school personnel.

B. 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.

1. 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 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 (Fla. Stat. §1003.21(2)(b)).

2. 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.

a. 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.

b. 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. (LCS Policy 3.03, Compulsory Attendance (12)(b)4 & Fla. Stat. §1001.53, 1003.21-27, 1003.31).

C. 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 school also falls under this category.

1. 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 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 Florida Statute §1003.27.

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 a violation of Florida Statute §1003.21 (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.

2. High School

A student who arrives to class over 10 minutes after the scheduled beginning time shall be recorded as late. Being "late" is equivalent to an unexcused absence.

A student with four (4) or more unexcused absences and/or lates shall be assigned a grade of "F" for the 9 week marking period for that class (LCS Policy 3.03 Compulsory Attendance (12)(d)6).

D. Truancy

Florida law (Fla. Stat. §1003.24), requires each parent or guardian of a child from five to sixteen years of age 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 and is a potential habitual truant because:

1. at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or
2. 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 on a ninety (90) day calendar period the Superintendent or their designee may file a truancy petition pursuant to the Florida Statutory procedures (Fla. Stat. § 984.151) which may result in a court hearing.

V. 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 Florida Statute § 1003.54, pregnant or parenting teens may participate in a teenage parent program (Fla. Stat. § 1003.21(1)(d)).

VI. PROGRESSION OF STUDENTS

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.

A. Multi-tiered Systems of Support (MTSS) (Problem Solving/Response to Intervention (PS/RtI))

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

A four-step problem-solving method and the systematic use of data at the district, school, grade, class, and individual level guide decisions about the allocation of resources and intensity of interventions needed to improve learning and/or behavior. Problem Solving/Response to Intervention (PS/RtI) is the practice of providing instruction and intervention matched to all student academic and behavioral needs using learning rate over time and level of performance. PS/RtI uses a collaborative problem solving approach to make important educational decisions for all students in all tiers. It is a general education process and no one tier represents special education. PS/RtI 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.

B. Statewide Assessment Tests

The Florida Comprehensive Assessment Test (FCAT) 2.0 measures a student’s content knowledge and skills in reading, writing, science, and mathematics. The content knowledge and skills assessed by the FCAT 2.0 are aligned to the core curricular content established in the Next Generation Sunshine State Standards (NGSSS). Other content areas are included as directed by the State Commissioner of Education. Comprehensive assessments of reading and mathematics are administered annually in grades 3 through 10 with the following exceptions:

1. Beginning with the 2010-2011 school year, the administration of the grade 9 FCAT 2.0 Mathematics was discontinued.
2. Beginning in the 2011-2012 school year, the administration of the grade 10 FCAT 2.0 Mathematics was discontinued, excluding those students who have not attained minimum performance expectations for graduation as provided in Florida Statute § 1008.222(9)(c).

FCAT 2.0 Writing and FCAT 2.0 Science will be administered at least once at the elementary, middle and high school levels except, beginning with the 2011-2012 school year, the administration of the FCAT Science at the high school level was discontinued (Fla. Stat. § 1008.2293)(c)1).

All students must participate in the statewide assessment tests required by Florida Statute § 1008.22. Each student who does not meet specific levels of performance as determined by the Leon County School Board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance required by state assessments at selected grade levels, will be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need (Fla. Stat. § 1008.22(b)).

End of Course (EOC) assessments for a subject will be administered in addition to the comprehensive assessments required under Florida Statute § 1008.22(3)(1). The content knowledge and skills assessed by EOC assessments are aligned to the core curricular content established in the NGSSS, (Fla. Stat. § 1008.22, (3)(c), 2(a)

C. Progress Monitoring

Any student who does not meet the specific levels of performance as determined by the Leon County School Board in FCAT 2.0 reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in FCAT 2.0 reading or FCAT 2.0 mathematics, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Any student not meeting these specific levels of performance requirements for proficiency in reading and math shall be covered by one of the following Progress Monitoring Plans, which is developed by the school in consultation with the student's parent(s) or legal guardian, to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an individual education plan;
2. A school wide system of progress monitoring for all students; or
3. An individualized progress-monitoring plan.

The plan must include intensive remedial instruction, which specifically concentrates additional time and effort on the specific diagnosed deficiencies of the individual student and must be designed to assist the student or the school in meeting state and district expectations for proficiency.

If the student has been identified as having a deficiency in reading, the required K-12 Comprehensive Research-Based Reading Plan (Florida State Board Rule 6A-6.053 K-12) shall include instructional and support services to be provided to meet the desired levels of performance. Low performing students may be required to attend remediation programs held before or after regular school hours or during the summer.

Reading intervention placement and progress monitoring must follow the guidelines established in Florida State Board Rule 6A-6.054.

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

The plan should include:

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

Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance (Fla. Stat. § 1008.25).

D. Accelerated Promotion

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.

1. Acceleration Options

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

ACCEL Options provide academically challenging curriculum or accelerated instruction to eligible public school students in grades K-12. Each school shall offer whole grade and midyear promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and the courses and options in the existing credit acceleration program (CAP). Additional ACCEL Options may include 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 Florida Statute § 1002.3105, 1003.492 and 1008.44.

2. ACCEL Requirements

The following criteria will be used for accelerated grade placement:

- Extremely high academic achievement in standardized test scores, grades, and daily performance indicating achievement and academic aptitude two or more years above grade level
- A minimum of absences and/or transfers
- Comments and recommendations of previous teachers
- Reports from previous years indicating above average academic progress
- Demonstrated mastery in reading, language, science, and mathematics two or more years above grade level based on current state standards
- Successful completion of appropriate enrichment strategies
- Evidence that the student will benefit more, academically and emotionally, from an advanced assignment than from one based on chronological age
- Students in 4th and 5th grade that earned a Level 4 or 5 in Reading or Math on the prior year FCAT 2.0 are eligible to take accelerated courses using virtual school. Options may vary slightly by school and include advancing to the next grade level for some coursework in a face-to-face setting or through virtual school.
- Students in Kindergarten and first grade must meet the age requirements as set forth in Florida Statute § 1003.21.
- 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.

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.

E. Social Promotion

Florida statute prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative assignment (Fla. Stat. § 1008.25(6)(a)). Social promotion occurs when a student is promoted based on reasons other than the student achieving the district and state levels of performance for student progression.

F. Exceptional Student Education

The Individual Educational Plan (IEP) team will determine if an ESE student will follow the Regular or Special Student Progression Plan. This decision will be documented on the IEP. Every attempt will be made to insure that the ESE student has the opportunity to follow the Regular Student Progression Plan. The Individual Education Plan will specify the type of progression plan a student with disabilities will follow. If the Individual Education Plan team recommends that the student follow the Special Student Progression Plan, the parent must give consent for instruction using the Next Generation Sunshine State Standards Access Points. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP.

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

G. English Language Learners (ELLs)

Retention of English Language Learners (ELLs) must be determined by a school's ELL committee, except in the case of mandatory retention for reading deficiencies in Grade 3.

H. Virtual Education K-12

As stipulated by the Florida K-20 Education Code parents or legal guardians have the right to choose online (virtual) educational options for their children (Fla. Stat. § 1002.20(6)). The School Board shall provide Leon County Schools' students with access to enroll in virtual courses and award credit for successful completion of such courses. The student's full-time school may not deny access to a student choosing enrollment in an online provider as long as the enrollment meets statutory requirements. Access may be available to students during the normal school day.

Students may not be placed in the same course concurrently at a district school and a virtual school.

Online learning options available to Leon County Public School students include but are not limited to:

- Leon County Schools Virtual Instruction Program (LCSVIP)
- Leon County Public Schools Digital Academy/Leon County Virtual School (LCVS)/Florida Virtual School (FLVS)

1. Virtual School Enrollment Eligibility Requirements

Students who enroll in one of the above Virtual School options must meet at least one of the following criteria as specified in Florida Statute § 1002.455, to participate in virtual instruction;

- the student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program surveys;
- the student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to a permanent change of station order;
- the student was enrolled during the prior school year in a virtual instruction program under Florida Statute § 1002.45, the K-8 Virtual School Program under Florida Statute § 1002.415, or a full-time Florida Virtual School program under Florida Statute § 1002.37(8)(a);
- the student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year;
- the student is eligible to enter kindergarten or first grade; or
- the student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.

2. Virtual School Enrollment Eligibility Requirements Grades 2-5

Students in grades 2-5 may enroll in one of the full-time virtual education options. These include full-time options offered by FLVS, Leon County Schools, and virtual charter schools. Grades 2-5 students who wish to enroll in part-time options (individual online courses) must still meet one of the other eligibility criteria.

3. Assessment and Accountability

All public school students are required to take state assessments, including virtual public school students. Both full-time and part-time students receiving instruction in courses requiring statewide end-of-course assessments students must take all required statewide end-of-course assessments.

I. Home Education

Home Education, is 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. Parents assuming responsibility for educating a child at home also assume the responsibility for providing curriculum, educational materials, and evaluations

necessary to determine student progress. The school system does not supply textbooks, curriculum guides, or educational standards for the home-educated student (Fla. Stat. § 1002.01, 1002.41, 1003.01(4), and 1003.21(1)).

To establish a Home Education Program under Florida Statute § 1002.41, a parent must:

1. Notify the district school superintendent of the county in which the parent resides of his or her 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 enrolled as students in the Home Education Program. The notice shall be filed in the district school superintendent's office within 30 days of the establishment of the home education program. A written notice of termination of the Home Education Program shall be filed in the district school superintendent's office within 30 days after said termination.
2. Maintain a portfolio of educational records to include:
 - A log of educational activities which is made contemporaneously with the instruction and which designates by title any reading materials used, and
 - Samples of any writings, worksheets, workbooks or creative materials used or developed by the student.The portfolio shall be preserved by the parent for 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.
3. Provide for an annual educational evaluation documenting the student's demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the Leon County School District's superintendent's office.
4. The annual educational evaluation shall consist of one of the following:
 - A teacher selected by the parent shall evaluate the student's educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
 - The student shall take any nationally normed student achievement test administered by a certified teacher;
 - 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;
 - The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provisions of Florida Statute § 490.003(7) or (8); or
 - The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the district school superintendent of the district in which the student resides and the student's parent resides.
 - Home education students may participate in interscholastic, extracurricular activities as long as they meet the requirements of Florida Statute § 1006.5. Home education students participating in interscholastic extracurricular activities, must meet the same immunization requirements as students attending any non-home education program (Fla. Stat. § 1006.15).

The district school superintendent's office shall review and accept the results of the annual educational evaluation of the student in a Home Education Program. 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 1 year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the 1-year probationary period, the student shall be reevaluated as specified in Florida Statute § 1002.41 (1)(c). Continuation in a Home Education Program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.

J. Enrolling in Public School from Home Education

A student seeking to enter or re-enter a Leon County public school from a home education program must meet all entrance requirements (state and district) that any other student must meet. The principal or designee shall determine the grade placement through any of the following methods:

1. review of student portfolio
2. administration of any placement tests normally used
3. testing using prior year course final examinations

4. any other assessments, written or oral, deemed appropriate by the principal and/or faculty

The student shall be placed academically as any other student who seeks to enter a public school. Home education students may enroll in regular and special education programs on a part-time basis at the discretion of the principal, executive director, and/or director of ESE, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

Students enrolling from home education may be placed on probation until the school determines that the student can be successful at the grade placed.

VII. ANNUAL REPORTING

A. 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 reading, writing, science, and mathematics, including the student's results on each statewide assessment test. 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 (Fla. Stat. § 1008.25(8)(a)).

B. 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:

1. academic performance in each class or course in Grades 1 through 12 based on examinations as well as written papers, class participation, and other academic performance criteria,
2. conduct and behavior, and
3. 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 (Fla. Stat. § 1003.33).

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.

C. Public Notice

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

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

By grade, the number and percentage of all students in Grades 3-10 performing at levels 1 and 2 on the reading portion of the FCAT

By grade, the number and percentage of all students retained in Grades 3-10

The total number of students who were promoted for good cause, by each category of good cause

Any revisions to the district school board's policy on retention and promotion from the prior year

ELEMENTARY EDUCATION

I. PROGRAM OF STUDY

It is the intent of the Florida Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics; that District school board policies facilitate such proficiency; and that each student and his or her parent/legal guardian be informed of that student's academic progress.

Leon County Schools has established a comprehensive program of study that includes standards for evaluating student performance, specific levels of achievement in reading, writing, science and mathematics for each grade level, and levels of performance on statewide assessments

A. State Standards

Next Generation Sunshine State Standards / Common Core State Standards

The required program of study for elementary school students in Leon County Schools reflects state and local requirements for elementary education.

Leon County Schools' has implemented a standards-based instructional approach reflecting state and local requirements for elementary education, using the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS).

NGSSS and CCSS prepare students to effectively engage, communicate, and compete globally with students around the world. These standards incorporate important skills such as critical thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills, and are broad statements that describe what a child should know and be able to do at every grade level. These standards cover seven content areas: social studies, science, language arts, health/physical education, the arts, foreign language, and mathematics. The standards are divided into smaller units called "benchmarks," which include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8. Each student's performance on the Florida Comprehensive Assessment Test (FCAT 2.0) Reading, Writing, Mathematics, and Science tests indicates his or her progress in reaching these benchmarks.

B. Health Education

Leon County Schools offers a comprehensive health education curriculum that provides students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as identify various health/safety influences, positive or negative, including family, friends, school, community, and media. Students will demonstrate and apply healthy practices and behaviors to improve personal, family, and community health.

C. Fine Arts

Instruction in the fine arts is based on the NGSSS core curriculum for the elementary grades and is written to communicate what students are expected to know and be able to do in dance, music, theatre, and the visual arts. The intended result is to effect in students the development of affective, cognitive, and psychomotor skills in the arts, the joy of self-expression and aesthetic awareness.

D. 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 wellbeing.

Instruction is based on the NGSSS that have been adopted by the State Board of Education and delineate the academic achievement of students in grades K – 5 for which the state holds schools accountable in the area of physical education.

Students in grades K-5 will be provided 150 minutes of physical education each week (Fla. Stat. § 1003.455). 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 of the waiver options annually prior to the scheduling of classes for the following school year.

E. Character Education

Leon County Schools has adopted character education in the elementary schools 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 (Fla. Stat. § 1003.42(2)(s)).

F. Integrated Areas of Study

Topics, which are not course specific, but are supported by state statute, will be integrated into the curriculum (Fla. Stat. § 1003.42)

II. PERFORMANCE STANDARDS

A. Kindergarten Readiness Screening

The statewide kindergarten screening must be administered to each student in the school district within the first 30 school days of each school year as outlined in Florida Statute § 1002.69(1).

The Florida Kindergarten Readiness Screener (FLKRS) implemented by the Department of Education consists of:

The Early Childhood Observational Screener (ECHOS)

and

Florida Assessments for Instruction In Reading (FAIR)

This screening assesses the readiness of each student for kindergarten based upon the performance standards adopted by the DOE under Florida Statute § 1002.67(1), for the Voluntary Prekindergarten Program.

B. Regular Promotion

Student promotion is based on evaluation of each student's achievement in terms of appropriate instructional goals established by the Florida Department of Education's NGSSS or CCSS. Promotion decisions are dependent on student class work, daily observation, formal and informal assessments, parental input, teacher recommendation and objective data. 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 student's growth toward the accomplishment of state and district identified minimum levels of performance in reading, writing, mathematics, and science 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. (Fla. Stat. § 1008.25(2)(b))

Grade Level Promotional Standards

1. Kindergarten

- Master each CCSS at 70% or greater in all content areas taught.
- Attain a grade equivalent (GE) score of 1.0 GE by year's end on an individualized assessment in the subjects of reading and math.
- Exhibit letter and sound fluency equal to kindergarten end-of-year expectations.

2. First Grade

- Master each CCSS at 70% or greater in all core content areas taught.
- Attain a grade equivalent (GE) score of 2.0 GE by year's end on an individualized assessment in the subjects of reading and math.

- Read with accuracy and fluency equal to first grade end-of-year expectations.

3. Second Grade

- Master each CCSS benchmark at 70% or greater in all core content areas taught.
- Attain a grade equivalent (GE) score of 3.0 GE by year's end on an individualized assessment in the subjects of reading and math.
- Read with accuracy and fluency equal to second grade end-of-year expectations.

4. Third Grade

- Master each NGSSS benchmark at 70% or greater in all core content areas taught.
- Attain a grade equivalent (GE) score of 4.0 GE by year's end on an individualized assessment in the subjects of reading and math.
- Read with accuracy and fluency equal to third grade end-of-year expectations.
- Score at Level 3 or higher on FCAT 2.0 Reading and Mathematics

5. Fourth Grade

- Master each NGSSS benchmark at 70% or greater in all core content areas taught.
- 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 FCAT 2.0 Reading and Mathematics.
- Meet the state proficiency level on FCAT Writing.

6. Fifth Grade

- Master each NGSSS benchmark at 70% or greater in all core content areas taught.
- 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 FCAT 2.0 Reading and Mathematics.
- Score Level 3 or higher on FCAT Science 2.0.

C. Progression Alternates

1. 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.

2. Retention

- Student retention is to be used as the last resort to provide students with additional time to master skills required for success in the next higher grade. Any student being considered for possible retention should be referred to the school-based Intervention Assistance Team. Parents are to be notified of the fact that retention is being considered through progress alerts, quarterly report cards, and/or a letter. The principal in collaboration with the designated director has the final decision, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.
- Prior to retention, students must receive documented remediation as required by the progress monitoring/RTI plan.
- Students with disabilities on regular student progression 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.

- d. Accommodations are made in the area of instruction and assessment. Expectations for student achievement do not change when accommodations are used.
- e. It is the principal's responsibility to recommend retention for a student on Special Student Progression based upon information from the Individual Educational Plan (IEP) team.
- f. The IEP team's decision to recommend retention for a student with disabilities on special progression is based upon lack of progress toward mastery of IEP annual goals and lack of mastery of NGSSS Access Points. A student who does not show progress toward mastery of the IEP annual goals may be retained.
- g. School personnel considering retention of an English Language Learner (ELL) student should consult with the ELL Committee. A formal retention recommendation regarding an ELL student may be made through action of an ELL Committee (Fla. Admin. Code R. 6A-1.09432(6)).
- h. 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.
- i. 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.

3. Promote with Interventions

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

4. Reporting to Parents

- a. Parents will be notified in writing:
- b. If a student's progress is below the standards established for the student's grade placement.
- c. If the student is not progressing satisfactorily in any subject.
- d. If the student is being considered for retention.
- e. When current and proposed supplemental remedial services are being provided to the child.
- f. 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.
- g. 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.

D. Exceptional Student Education Elementary Special Progression

The Individual Educational Plan (IEP) team will determine if an ESE student will follow the Regular or Special Student Progression Plan. This decision will be documented on the IEP. Every attempt will be made to insure that the ESE student has the opportunity to follow the Regular Student Progression Plan. . If the Individual Education Plan team recommends that the student follow the Special Student Progression Plan, the parent must give consent for instruction using the Next Generation Sunshine State Standards Access Points

Students with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression unless the student's individual education plan (IEP) team has determined, and the parent consented, the student should follow a modified curriculum aligned with the Next Generation Sunshine State Standards Access Points and exceptional student education access course requirements.

It is the principal's responsibility to recommend promotion of a student on Special Student Progression based on information from the Individual Educational Plan (IEP) team, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

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

III. MANDATORY RETENTION THIRD GRADE

If the 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 Florida Statute § 1008.22 for grade 3 the student must be retained, unless the student meets specific guidelines for good cause promotion. (Fla. Stat. §1008.25)

A. Good Cause Exemptions

Exemption 1. Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;

Exemption 2. A student with disabilities and an Individual Education Plans (IEP) that indicates it is not appropriate for them to take the FCAT 2.0, consistent with requirements of State Board of Education Rule. (The third grade summer reading program is not required for these students.)

Exemption 3. Students who demonstrate an acceptable level of performance on an alternate standardized reading or English Language Arts assessment approved by the State Board of Education (at or above the 45th percentile on the SAT 10 or at or above the 51st percentile on the Reading Comprehension subtest of the SAT 9). (The third grade summer reading program is not required for these students.)

Exemption 4. A student who demonstrates through a student portfolio that he or she is performing at least at a Level 2 on FCAT Reading or the common core English Language Arts assessment, as applicable under Florida Statute § 2369 1008.22;

Exemption 5. Students with disabilities who participate in the FCAT Reading or the common core English Language Arts assessment, as applicable under Florida Statute § 1008.22, and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive remediation in reading and English Language Arts for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3 (Fla. Stat. § 1008.25 (6)(b)5);

Exemption 6. Students who have received intensive remediation in reading and English Language Arts, as applicable under Florida Statute § 1008.22, for two or more years but who still demonstrate a deficiency and were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

Note: Students qualifying for one of the six good cause exemptions may be promoted to the fourth grade.

B. Requests for Good Cause Exemptions

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

1. 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.
2. Discussion between the teachers and the school principal to review the recommendation and make the determination if the student should be promoted or retained.
3. The principal submits the recommendation in writing through the area director to the superintendent.
4. The superintendent accepts or rejects the recommendation in writing.

C. Progression for Retained Grade 3 Readers

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

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

The district shall:

1. Provide third grade students who are retained with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district's summer reading camp and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:
 - a. Integration of science and social studies content within the 90-minute block
 - b. Small group instruction
 - c. Reduced teacher-student ratios
 - d. More frequent progress monitoring
 - e. Tutoring or mentoring
 - f. Transition classes containing 3rd and 4th grade students
 - g. Extended school day, week, or year
2. Provide written notification to the parent of any 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 Florida Statute § 1002.20(15) 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.
3. Implement a policy for the midyear promotion of any student retained who can demonstrate that he or she is a successful and independent reader and performing, at or above grade level in reading and English Language Arts. Tools that the school district may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.
4. Provide students who are retained with a highly effective high-performing teacher as determined by the teacher's performance evaluation.
5. Establish at each school, when applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score Level 1 on the required statewide, standardized assessment. The focus of the Intensive Acceleration Class shall be to increase a child's reading and English Language Arts skill level at least two grade levels in 1 school year.

The Intensive Acceleration Class shall:

- a. Be provided to any student in grade 3 who scores Level 1 on FCAT Reading or the common core English Language Arts assessment, and who was retained in grade 3 the prior year because of scoring Level 1.
- b. Have a reduced teacher-student ratio.
- c. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas.
- d. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
- e. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of speech-language therapist.

The district reports to the State Board of Education on the specific intensive reading interventions and supports implemented at the school district level (Fla. Stat. § 1008.25(7)(b)9).

The district will provide a student, who has been retained in Grade 3 and has received intensive instructional services but is still not ready for grade promotion, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency.

D. Mid-Year Promotion

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

Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. To be eligible for mid-year promotion after November 1, a student must demonstrate mastery of reading skills consistent with the month of promotion to fourth grade as presented in the scope and sequence of the district's core reading program. Evidence of demonstrated mastery includes successful completion of a portfolio that is:

1. selected by the student's teacher,
2. an accurate picture of the student's ability and include only student work that has been independently produced in the classroom,
3. evidence of mastery of the benchmarks assessed by the Grade 3 Reading FCAT 2.0,
4. evidence of beginning mastery of Grade 4 benchmarks that are assessed by the Grade 4 Reading FCAT 2.0, and
5. signed by the teacher and the principal as an accurate assessment of the required reading skills.

IV. STUDENT READING INTERVENTION

Any elementary student who exhibits a substantial deficiency in reading based on locally determined assessments, statewide assessments, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. For elementary students not participating in the statewide reading assessment, substantial deficiency in reading is measured by a normed percentile score. For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT) 2.0 in Reading. Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

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

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

V. PUPIL PROGRESS REPORTS

A. 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

B. 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.

C. 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.

VI. GRADING SCALES

A. Grading Codes – Kindergarten through Fifth Grades

The Report Card uses the codes “A, B, C, D, and F” for students working on grade level. Student achievement codes 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 Benchmarks 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 Benchmarks 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 Benchmarks 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 Benchmarks 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 Benchmarks taught during the nine weeks or daily work does not meet acceptable standards most of the time

The percentages indicated for the codes 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 benchmarks and therefore, should be assigned a certain grade.

Academic grades will not appear for Kindergarten students the first grading period. In lieu of academic grades the first nine week period, the parents or guardian of a kindergarten student will be notified about the student’s academic progress through conferencing with the teacher.

B. 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

I. PROGRAM OF STUDY

A. Middle School Instruction

Secondary schools are primarily designed to serve students in grades 6-12. It is the intent of the Legislature to provide for secondary school redesign so that students promoted from the 8th grade have the necessary academic skills for successful completion of high school, and students graduating from high school have the necessary skills for success in the workplace and postsecondary education. Leon County Schools shall provide all courses necessary for middle school instruction and promotion to ensure that students meet all appropriate State Board of Education adopted standards (Next Generation Sunshine State Standards), (Fla. Stat. § 1003.413).

B. Next Generation Sunshine State Standards (NGSSS)

The required program of study for middle school grades in Leon County Schools reflects state and local requirements for middle school education.

All students in middle school receive instruction in state and district grade level objectives and competencies approved in mathematics, language arts/ESOL, social science, science, physical education, and career exploration as well as in a range of exploratory/elective areas, including but not limited to music, art, theatre arts, dance, foreign language, and career and technical education. The NGSSS Benchmarks identify the essential skills and knowledge in each of these subject areas.

[See FLDOE NGSSS Web Site @: <http://www.cpalms.org/homepage/index.aspx>]

In addition, Leon County Schools has set expected levels of performance for those areas used to identify students who may need remediation and those who may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement (Fla. Stat. § 1008.25(6)(a))

C. Middle School Uniform Transfer of Grades

Leon County Schools accepts transfer work and courses for students entering grades 6, 7, and 8 from out of state, out of country, or home schooling in accordance with Florida Administrative Code 6A-1.09942.

The procedures are as follows:

1. Grades

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, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection 2 below.

2. Validation of Courses

Validation of courses 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 be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection 3 below.

3. Alternative Validation Procedure

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

- a. portfolio evaluation by the superintendent or designee
- b. demonstrated performance in courses taken at other public or private accredited schools
- c. demonstrated proficiencies on nationally-normed standardized subject area assessments
- d. demonstrated proficiencies on FCAT, FCAT 2.0 or an EOC assessment, or
- e. 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 the date of transfer to prepare for assessments outlined above.

4. Civics End-of-Course (EOC) Assessment

The school principal of a middle grades school shall determine, in accordance with State Board of Education rule, whether a student who transfers to the middle school and who has successfully completed a civics education course at the student's previous school must take an end-of-course assessment in civics education. (Fla. Stat. § 1003.25(3) 1003.4156, 1008.22(3)(c)2b), and Fla. State Board Rule 6A-1.09942.

D. Core Curriculum Requirements

As defined by Florida Statute § 1003.4156, students entering grade 6 are required to successfully complete the academic courses as follows in order to be promoted to high school:

1. English/Language Arts

Three (3) middle grades or higher courses in English Language Arts (ELA).

2. Mathematics

Three (3) 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 (Fla. Stat. § 1008.22(3)(c)a(i))

3. Social Studies

Three (3) middle grades or higher courses in social studies. One of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

4. Science

Three (3) middle grades or higher courses in science (Fla. Stat. § 1008.22(3)(c)a (ii))

5. Career and Education Planning

One (1) course in career and education planning to be completed in 6th, 7th, or 8th grade.

- The course may be taught by any member of the instructional staff;
- must be at least a one-semester;
- at a minimum, the course must be Internet-based, easy to use, and customizable to each student;
- include research-based assessments to assist students in determining educational and career options and goals;
- must result in a completed personalized academic and career plan for the student;
- must emphasize the importance of entrepreneurship skills;
- must emphasize technology or the application of technology in career fields;
- in addition, beginning in the 2014-2015 academic year, must include information from the Department of Economic Opportunity's economic security report.

The required personalized academic and career plan must inform students of high school graduation requirements, including:

- a detailed explanation of the diploma designation options provided under Florida Statute § 1003.4285;
- high school assessment and college entrance test requirements;
- Florida Bright Futures Scholarship Program requirements;
- state university and Florida College System institution admission requirements;
- available opportunities to earn college credit in high school,
- Advanced Placement courses;
- the International Baccalaureate;
- the Advanced International Certificate of Education Program,;
- dual enrollment,

- career and career education courses, including career-themed courses, and courses that lead to industry certification pursuant to Florida Statute § 1003.492 or § 1008.44.
- Each student shall complete an electronic personal education plan that must be signed by the student and the student's parent.
- Each school must inform parents about the course curriculum and activities. (Fla. Stat. § 1003.4156)

Successful completion of a course is defined as passing a full-year course with a grade of “D” or better.

6. 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 (Fla. Stat. § 1003.42(2)(n)).

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 (Fla. Stat. § 1003.42(3)).

7. 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 (Fla. Stat. § 1003.455)

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.

E. End of Course Exams (EOC)

- Middle grades students enrolled in high school Algebra I must take and pass the statewide standardized EOC assessment to earn high school credit.
- Middle grade students enrolled in high school Algebra I must pass the statewide standardized EOC assessment to qualify for a standard high school diploma. However, if the middle grades student does not pass the EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment.
- Beginning in 2012-2013, middle grades students enrolled in high school geometry or Biology I must take the statewide, standardized EOC assessment, with the results of the EOC assessment constituting 30 percent of the student's final course grade. Students must pass the course but are not required to pass the EOC assessment in order to earn high school credit.
- Middle grade students enrolled in high school Biology I must pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.

- Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education required under Florida Statute § 1008.22 constitutes 30 percent of the student's final course grade. However, a student does not have to pass the statewide, standardized civics EOC assessment to be promoted to high school.
- If a middle grade student successfully completes a high school course, the EOC assessment will not result in the student being retained in middle school.
- Statewide, standardized EOC assessments in mathematics and science will be administered to students based on when the student completes the applicable curriculum (such as Algebra 1, geometry or Biology 1). This means that some students may be required to take more than one statewide assessment for a given grade level [e.g., having to take both the Grade 8 Florida Comprehensive Assessment Test (FCAT) 2.0 Mathematics and an Algebra 1 EOC Assessment].
- High school graduation requirements are based on the school year in which the student enters grade nine.
- Specific information related to EOC Assessments may be found at the following sites:
 - Senate Bill 4: 7-year Timeline for Implementation for Ninth Grade Cohorts (<http://info.fldoe.org/docshare/dsweb/Get/Document-5816/dps-2010-127e.pdf>)
 - Student EOC Requirements (<http://fcats.fldoe.org/pdf/Student-EOC-Requirements.pdf>)
 - Middle Grades Students and EOC Requirements (<http://www.fldoe.org/Schools/pdf/mgseocar.pdf>)

F. The Credit Acceleration Program (CAP)

1. The Credit Acceleration (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 Florida Statute § 1008.22. 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.
2. If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a "C" or above. (Fla. Stat. § 1003.4295).

G. Students with Disabilities on Special Progression

The Individual Educational Plan (IEP) team will determine if an ESE student will follow the Regular or Special Student Progression Plan. This decision will be documented on the IEP. If the Individual Education Plan team recommends that the student follow the Special Student Progression Plan, the parent must give consent for instruction using the Next Generation Sunshine State Standards Access Points.

Every attempt will be made to insure that the ESE student has the opportunity to follow the Regular Student Progression Plan. The student's individual program of study is determined by strengths, areas of educational need, and present levels of performance as indicated by the IEP. Students on a Special Student Progression Plan should follow a modified curriculum aligned with the Next Generation Sunshine State Standards (NGSSS) Access Points or Common Core connectors and exceptional student education access courses. Students may enroll in general education courses as well.

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.

Grade and Citizenship Honor Rolls follow the individual school criteria for recognition.

H. 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. (Fla. Stat. § 1003.4156).

II. PERFORMANCE STANDARDS

A. Promotion Requirements

Middle school students in Leon County schools are expected to meet state and local performance standards as follows:

Grades 6, 7, & 8

- Earn a yearly final grade of “D” or better in language arts, mathematics, science, and social studies
- Score Level 3 or higher in Reading and Mathematics on FCAT 2.0

Students entering Grade 6 must meet the following requirements to be promoted to the next grade:

1. Promotion to Grade 7

A sixth grade student must have earned a final grade of “D” or better in a minimum of five courses, three of which must be in English, 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.

2. Promotion to Grade 8

A seventh grade student must have earned a final grade of “D” or better in a minimum of five courses, three of which must be in English, mathematics, science, or social studies.

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.

3. Promotion to Grade 9

An eighth grade student must meet the following criteria:

- 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
- A passing grade of “D” or better in one (1) career and education planning course to be completed in grade seven or eight, which can be a stand-alone course or instruction integrated into an existing course or courses.

B. Benchmark Mastery

An academic grade on the Middle School Report Card is the measure of a student’s performance on the NGSSS benchmarks appropriate for the assigned grade level. The following codes are used to identify student progress in Middle School:

Letter Grade	NGSSS Benchmark Proficiency
A	90%
B	80%
C	70%
D	60%
F	Less than 60 %

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.

C. Grade Scales

A marking system of A, B, C, D, or F is used at the end of the grading period for each course. Grades will reflect student’s achievement of grade level benchmarks within the respective courses. The meaning and numerical value of each letter 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

D. End-of-Course Grades

An end-of-course grade for each course will be computed by adding the numerical value of the available grades and dividing the number of grades recorded. (If a student is present all year this would be four nine-week grades divided by four.) Grades will be averaged according to the following scale:

Letter Grade	Point Range
A	3.50 – 4.00
B	2.50 – 3.49
C	1.50 – 2.49
D	0.75 – 1.49
F	0.00 – 0.74

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

E. Students with Disabilities on Special Progression

The Individual Educational Plan (IEP) team will determine if an ESE student will follow the Regular or Special Student Progression Plan. This decision will be documented on the IEP. If the Individual Education Plan team recommends that the student follow the Special Student Progression Plan, the parent must give consent for instruction using the Next Generation Sunshine State Standards Access Points. Every attempt will be made to insure that the ESE student has the opportunity to follow the Regular Student Progression Plan.

Students with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression unless the student’s individual education plan (IEP) team, with parental consent, has determined the student should follow a modified curriculum aligned with the Next Generation Sunshine State Standards Access Points and exceptional student education access course requirements.

It is the principal's responsibility to recommend promotion of a student on Special Student Progression based upon information from the Individual Educational Plan (IEP) team, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

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

III. REMEDIATION AND ACCELERATION

A. Reading Intervention (Fla. Admin. Code 6A-6.054(2))

For each year in which a student scores Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. A student who scores Level 2 on FCAT Reading must be assessed to determine whether the student needs to be placed in an intensive reading course or a content area course in which reading strategies are delivered.

The Florida Department of Education shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to Leon County Schools' comprehensive reading plan. (Fla. Stat. § 1003.4156(1)(b) and 1003.428(2)(b)1)

B. Mathematics Remediation

If a middle grades student scores Level 1 or Level 2 on FCAT Mathematics or, when the state transitions to common core assessments, on the mathematics common core assessments required under Florida Statute § 1008.22, the following year the student must receive remediation. This remediation requirement may be integrated into the student's required mathematics courses at the next grade level or be achieved by enrolling the student in an intensive math class.

Schools are encouraged to place all students scoring at Level 1 in an additional math course which focuses on remediating students and provides individualized instruction based on student progress monitoring (Fla. Stat. § 1003.4156(1)(c)).

C. Academically Challenging Curriculum, to Enhance Learning (ACCEL)/ Vertical Acceleration

1. Each school must offer the following ACCEL options:

- whole-grade and midyear promotion,
- subject matter acceleration,
- and virtual instruction in higher grade-level subjects.

2. 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 Florida Statute § 1003.492 and 1008.44.

3. 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. (Fla. Stat. § 1008.22)
- 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 Florida Statute § 1003.01(14)(a)-(e).
- 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.

D. 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 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.

High school credit courses will apply to the student's promotion requirements in middle school. 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.

E. 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 "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 (Fla. Stat. § 1003.428).

F. 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.

IV. REPORTING TO PARENTS

A. 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.

B. Progress Reports

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

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

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

C. 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.

D. Honor Roll Criteria

Honor roll designations will be determined using the following criteria:

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

HIGH SCHOOL

I. PROGRAM OF STUDY

Next Generation Sunshine State Standards' (NGSSS)

The required program of study for high school students in Leon County Schools reflects state and local requirements for high school graduation. The district has implemented a standards-based instructional approach using Florida's NGSSS. Leon County Schools provides all courses and appropriate instruction designed to ensure that students meet the adopted state standards in reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

[See FLDOE NGSSS Web Site @: <http://www.cpalms.org/homepage/index.aspx>]

In addition, Leon County Schools has set expected levels of performance for those areas used to identify students who may need remediation and those who may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement (Fla. Stat. §1008.25(6)(a)).

II. 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 (Fla. Stat. § 1001.03, 1010.305), and meet all requirements established by the Florida Department of Education and the Leon County School Board.

Beginning with students entering grade 9 in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits. In addition, students are required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements change for the entire class, or unless requirements are changed for all students by Florida Statute, or unless the student is scheduled to graduate more than two years after the student's original class.

Graduation requirements prescribed by Florida Statute may not be waived.

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

- The 24 credits required for a standard diploma can be earned through career education courses.
- The one-half credit required in economics shall include financial literacy.

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

Students enrolled in high school prior to 2013-2014 that opted for one of the former 18 credit accelerated high school graduation options, may continue earning credits as part of that program and upon completion of the former option, can graduate with a standard diploma.

State graduation requirements are summarized in the following charts by the school year a student enters the ninth grade. All charts are subject to changes in State statute.

A. High School Testing/Graduation Requirements by 9th Grade Year of Entry

1. Students Entering Ninth Grade in the 2010-11 School Year

Subject Area	24-Credit Program	ACCEL Program (18 credits minimum)
English	4 credits with major concentration in composition, reading for information, and literature (must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT)	4 credits with major concentration in composition and literature (must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT)
Mathematics	4 credits one of which must be Algebra I or its equivalent and one of which must be geometry or its equivalent (Algebra 1 EOC results count 30% of the final course grade)	4 credits one of which must be Algebra I or its equivalent and one of which must be geometry or its equivalent (Algebra 1 EOC results count 30% of the final course grade)
Science	3 credits two must have a lab component	3 credits two must have a lab component
Social Studies	3 credits 1 credit World History 1 credit U.S. history .5 credit U.S. Govt. .5 credit economics (must include financial literacy)	3 credits 1 credit World History 1 credit U.S. history .5 credit U.S. Govt. .5 credit economics (must include financial literacy)
Foreign Language	Not Required Note: - required for admission to state universities	Not Required Note: - required for admission to state universities
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech, debate or practical arts (eligible courses specified in Course Code Directory)	1 credit in fine or performing arts, speech, debate or practical arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit to include the integration of health	Not Required
Industry Certification	Not Required	Not Required
Electives	8 credits	3 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	
Scholar Designation		Merit designation
In addition to meeting the standard high school diploma requirements: Pass the ELA Grade 11 Common Core assessment once implemented 1 credit in Algebra 2 (on implementation - must pass Algebra 2 EOC) 1 credit in statistics or an equally rigorous mathematics course Pass the Biology 1 EOC 1 credit in chemistry or physics 1 credit in a course equally rigorous to chemistry or physics Pass the U.S. History EOC Assessment 2 credits in the same world language Earn at least one credit in AP, IB, AICE or a dual enrollment course.		In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established. (Fla. Stat. § 1003.492)
Special Notes: <ul style="list-style-type: none"> • EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate. • Industry certifications (IC) that lead to college credit may substitute for up to two credits in mathematics and one credit in science. • The IC mathematics waivers may not be used to substitute for the Algebra 1 or Geometry requirements. • The IC science waiver may not be used to substitute for the Biology 1 requirement. <i>(Fla. Stat. § 1003.4282)</i>		

2. Students Entering Ninth Grade in the 2011-12 School Year

Subject Area	24-Credit Program	ACCEL Program (18 credits minimum)
English	4 credits with major concentration in composition, reading for information, and literature (must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT)	4 credits with major concentration in composition and literature (must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT)
Mathematics	4 credits one of which must be Algebra I or its equivalent and one of which must be geometry or its equivalent (must pass Algebra 1 EOC to earn course credit; must take geometry EOC)	4 credits one of which must be Algebra I or its equivalent and one of which must be geometry or its equivalent (must pass Algebra 1 EOC to earn course credit; must take geometry EOC)
Science	3 credits 1 credit in Biology or equivalent course 2 credits in physical science two must have a lab component (must take Biology 1 EOC)	3 credits 1 credit in Biology or equivalent course 2 credits in physical science two must have a lab component (must take Biology 1 EOC)
Social Studies	3 credits 1 credit World History 1 credit U.S. history .5 credit U.S. Govt. .5 credit economics (must include financial literacy)	3 credits 1 credit World History 1 credit U.S. history .5 credit U.S. Govt. .5 credit economics (must include financial literacy)
Foreign Language	Not Required Note: - required for admission to state universities	Not Required Note: - required for admission to state universities
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech, debate or practical arts (eligible courses specified in Course Code Directory)	1 credit in fine or performing arts, speech, debate or practical arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit to include the integration of health	Not Required
Industry Certification	Not Required	Not Required
Electives	8 credits	3 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 24 credits	Not Required
Scholar Designation		Merit designation
In addition to meeting the standard high school diploma requirements: Pass the ELA Grade 11 Common Core assessment once implemented 1 credit in Algebra 2 (on implementation - must pass Algebra 2 EOC) 1 credit in statistics or an equally rigorous mathematics course Pass the Biology 1 EOC 1 credit in chemistry or physics 1 credit in a course equally rigorous to chemistry or physics Pass the U.S. History EOC Assessment 2 credits in the same world language Earn at least one credit in AP, IB, AICE or a dual enrollment course.		In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established. (Fla. Stat. § 1003.492)
Special Notes: <ul style="list-style-type: none"> • EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate. • Industry certifications (IC) that lead to college credit may substitute for up to two credits in mathematics and one credit in science. • The IC mathematics waivers may not be used to substitute for the Algebra 1 or Geometry requirements. • The IC science waiver may not be used to substitute for the Biology 1 requirement. (Fla. Stat. § 1003.4282)		

3. Students Entering Ninth Grade in the 2012-13 School Year

Subject Area	24-Credit Program	ACCEL Program (18 credits minimum)
English	4 credits with major concentration in composition, reading for information, and literature (must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT)	4 credits with major concentration in composition and literature (must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT)
Mathematics	4 credits one of which must be Algebra I or its equivalent and one of which must be geometry or its equivalent (must pass Algebra 1 EOC to earn course credit; must take geometry EOC)	4 credits one of which must be Algebra I or its equivalent and one of which must be geometry or its equivalent (must pass Algebra 1 EOC to earn course credit; must take geometry EOC)
Science	3 credits 1 credit in Biology or equivalent course 2 credits in physical science two must have a lab component (must take Biology 1 EOC)	3 credits 1 credit in Biology or equivalent course 2 credits in physical science two must have a lab component (must take Biology 1 EOC)
Social Studies	3 credits 1 credit World History 1 credit U.S. history .5 credit U.S. Govt. .5 credit economics (must include financial literacy)	3 credits 1 credit World History 1 credit U.S. history .5 credit U.S. Govt. .5 credit economics (must include financial literacy)
Foreign Language	Not Required Note: - required for admission to state universities	Not Required Note: - required for admission to state universities
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech, debate or practical arts (eligible courses specified in Course Code Directory)	1 credit in fine or performing arts, speech, debate or practical arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit to include the integration of health	Not Required
Industry Certification	Not Required	Not Required
Electives	8 credits	3 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 24 credits	Not Required
Scholar Designation		Merit designation
In addition to meeting the standard high school diploma requirements: Pass the ELA Grade 11 Common Core assessment once implemented 1 credit in Algebra 2 (on implementation - must pass Algebra 2 EOC) 1 credit in statistics or an equally rigorous mathematics course Pass the Biology 1 EOC 1 credit in chemistry or physics 1 credit in a course equally rigorous to chemistry or physics Pass the U.S. History EOC Assessment 2 credits in the same world language Earn at least one credit in AP, IB, AICE or a dual enrollment course.		In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established. (Fla. Stat. § 1003.492)
Special Notes: <ul style="list-style-type: none"> • EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate. • Industry certifications (IC) that lead to college credit may substitute for up to two credits in mathematics and one credit in science. • The IC mathematics waivers may not be used to substitute for the Algebra 1 or Geometry requirements. • The IC science waiver may not be used to substitute for the Biology 1 requirement. (Fla. Stat. § 1003.4282)		

4. Students Entering Ninth Grade in the 2013-14 School Year

Subject Area	24-Credit Program	ACCEL Program (18 credits minimum)
English	4 credits ELA 1, 2, 3, 4 ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 FCAT Reading; must take ELA Grade 11 Common Core assessment when implemented)	4 credits ELA 1, 2, 3, 4 ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 FCAT Reading; must take ELA Grade 11 Common Core assessment when implemented)
Mathematics	4 credits one of which must be Algebra I and one of which must be geometry (Algebra 1 EOC counts 30% of the final course grade; must pass to earn a standard diploma; geometry EOC counts as 30% of the final course grade.) If Algebra 2 is selected, Algebra 2 Common Core assessment counts 30% of the final course grade when implemented Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits	4 credits one of which must be Algebra I and one of which must be geometry (Algebra 1 EOC counts 30% of the final course grade; must pass to earn a standard diploma; geometry EOC counts as 30% of the final course grade.) If Algebra 2 is selected, Algebra 2 Common Core assessment counts 30% of the final course grade when implemented Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits
Science	3 credits 1 credit in Biology (Biology 1 EOC counts as 30% of the final course grade) 2 credits in equally rigorous science courses two must have a lab component Industry certification courses that lead to college credit may substitute for up to 1 science credit	3 credits 1 credit in Biology (Biology 1 EOC counts as 30% of the final course grade) 2 credits in equally rigorous science courses two must have a lab component Industry certification courses that lead to college credit may substitute for up to 1 science credit
Social Studies	3 credits 1 credit World History 1 credit U.S. history .5 credit U.S. Govt. .5 credit economics (must include financial literacy)	3 credits 1 credit World History 1 credit U.S. history .5 credit U.S. Govt. .5 credit economics (must include financial literacy)
Foreign Language	Not Required Note: - required for admission to state universities	Not Required Note: - required for admission to state universities
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech, debate or practical arts (eligible courses specified in Course Code Directory)	1 credit in fine or performing arts, speech, debate or practical arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit to include the integration of health	Not Required
Industry Certification	Not Required	Not Required
Electives	8 credits	3 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 24 credits	Not Required
Scholar Designation		Merit designation
In addition to meeting the standard high school diploma requirements: Pass the ELA Grade 11 Common Core assessment once implemented 1 credit in Algebra 2 (on implementation - must pass Algebra 2 EOC) 1 credit in statistics or an equally rigorous mathematics course Pass the Biology 1 EOC 1 credit in chemistry or physics 1 credit in a course equally rigorous to chemistry or physics Pass the U.S. History EOC Assessment 2 credits in the same world language Earn at least one credit in AP, IB, AICE or a dual enrollment course.		In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established. (Fla. Stat. § 1003.492)
Special Notes: <ul style="list-style-type: none"> • EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate. • Industry certifications (IC) that lead to college credit may substitute for up to two credits in mathematics and one credit in science. • The IC mathematics waivers may not be used to substitute for the Algebra 1 or Geometry requirements. • The IC science waiver may not be used to substitute for the Biology 1 requirement. <i>(Fla. Stat. § 1003.4282)</i>		

B. District and State Assessment Requirements

All students are required to participate in state and district assessments for accountability purposes. The exams are aligned to the NGSSS, are mandated by the state of Florida and dependent on a student's ninth (9th) grade cohort. (Florida Statute § 1008.22 (9)(b)) [State Board of Education Rule 6A-1.09941]

1. Standard Diploma

a. Students entering ninth (9) grade 2010-2011

- Grade 10 FCAT 2.0 Reading
- Students must take and pass this assessment at Level 3 or higher.
- Algebra I EOC Assessment
 - Performance on this assessment counts as 30 percent of the student's final course grade (does not apply to students completing Algebra I prior to 2010-2011)

b. Students entering ninth (9) grade 2011-2012

- Grade 10 FCAT 2.0 Reading
 - Students must take and pass this assessment at Level 3 or higher.
- Algebra I EOC Assessment
 - Students must take and pass this assessment at Level 3 or higher (≥ 399) to earn course credit.
- Geometry EOC Assessment
 - Students must take geometry EOC assessment.
(does not apply to students completing geometry prior to 2011-2012)
- Biology I EOC Assessment
 - Students must take Biology I EOC assessment.
(does not apply to students completing Biology I prior to 2011-2012)

c. Students entering ninth (9) grade 2012-2013

- Grade 10 FCAT 2.0 Reading
 - Students must take and pass this assessment at Level 3 or higher.
- Algebra I EOC Assessment
 - Students must take and pass this assessment at Level 3 or higher (≥ 399) to earn course credit.
- Geometry EOC Assessment
 - Students must take geometry EOC assessment.
- Biology I EOC Assessment
 - Students must take Biology I EOC assessment.
- Students currently enrolled in high school as of the 2012-2013 school year who earned passing grades in Biology I or geometry before the 2013-2014 are not required to pass the EOC assessments or have the EOC assessments constitute 30 percent of the student's final course grades and shall be awarded a credit in that course irrespective of the student's performance on the EOC assessment. (Fla. Stat. § 1003.4282(7))
- U.S. History EOC Assessment
 - Performance on this assessment counts as 30 percent of the student's final course grade.
(does not apply to students completing U.S. History prior to 2012-2013)

d. Students entering ninth (9) grade 2013-2014

- Grade 10 FCAT 2.0 Reading
 - Students must take and pass this assessment at Level 3 or higher.
- Algebra I EOC Assessment
 - Students must take and pass this assessment at Level 3 or higher (≥ 399).

- Performance on this assessment or the common core assessment, as applicable, counts as 30 percent of the student's final course grade.
- Until the state transitions to a common core Algebra I assessment after which time a student must pass the common core assessment in order to earn a standard high school diploma.
- Geometry EOC Assessment
 - Performance on this assessment or the common core assessment, as applicable, counts as 30 percent of the student's final course grade.
- Algebra II
 - A student selecting Algebra II must take the common core Algebra II assessment when the State transitions to common core standards.
 - the student's performance on the assessment constitutes 30 percent of the student's final course grade.
- Biology I EOC Assessment
 - The Biology I EOC assessment constitutes 30 percent of the student's final course grade.
- U.S. History EOC Assessment
 - The United States History EOC assessment constitutes 30 percent of the student's final course grade.

2. Standard Diploma - Scholar Designation

In addition to meeting the requirements for the standard high school diploma the following must be met:

- Algebra I EOC Assessment
 - Student's must take and pass this assessment at Level 3 or higher (≥ 399).
 - Performance on this assessment or the common core assessment, as applicable, counts as 30 percent of the student's final course grade.
 - Until the state transitions to a common core Algebra I assessment after which time a student must pass the common core assessment in order to earn a standard high school diploma.
- Geometry EOC Assessment
 - Performance on this assessment or the common core assessment, as applicable, counts as 30 percent of the student's final course grade.
- Algebra II
 - Students must take and pass the Algebra II common core assessment when the State transitions to common core standards.
 - the student's performance on the assessment constitutes 30 percent of the student's final course grade.
- Biology I EOC Assessment
 - Students must take and pass the Biology I EOC.
- U.S. History EOC Assessment
 - Student's must take and pass this assessment.
 - The United States History EOC assessment constitutes 30 percent of the student's final course grade.

3. Standard Diploma – Merit Designation

- Meet all district and state assessment requirements for a standard diploma

4. Special Diploma

- A student with a disability, as defined in Florida Statute § 1007.02(2), for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit.

Summary of High School FCAT and EOC Graduation Requirements by Year of Entry

Entering 9th grade year	2010-2011	2011-2012	2012-2013	2013-2014
Subject area assessment and Achievement level required to receive credit for the course.	Reading Gr. 10 FCAT Lvl 3	Reading Gr. 10 FCAT Lvl 3	Reading Gr. 10 FCAT Lvl 3	Reading Gr. 10 FCAT Lvl 3
	Mathematics Algebra 1 EOC 30% of crs grade	Mathematics Algebra 1 EOC Lvl 3 Geometry EOC 30% of crs grade	Mathematics Algebra 1 EOC Lvl 3 Geometry EOC 30% of crs grade	Mathematics Algebra 1 EOC Lvl 3 & 30% of crs grade Geometry EOC 30% of crs grade
		Science Biology 1 30% of crs grade	Science Biology 1 EOC 30% of crs grade	Science Biology 1 EOC 30% of crs grade
			Social Studies US History EOC 30% of crs grade	Social Studies US History EOC 30% of crs grade

C. Online Course Requirement.

Excluding a driver education course, at least one course within the required 24 credits must be completed through online learning. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. An online high school credit earning course taken in grade 6, grade 7, or grade 8 fulfills this requirement. This requirement may be met through an online course offered by the Florida Virtual School, a virtual education provider approved by the State Board of Education, a high school, or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under Florida Statute § 1002.45 meets this requirement. This requirement does not apply to a student who has an individual education plan under Florida Statute § 1003.57 which indicates that an online course would be inappropriate or to an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school.

D. Remediation for High School Students (Fla. Admin. Code 6A-6.054(3))

1. Each year a student scores Level 1 on 9th grade or 10th grade FCAT Reading, or when implemented, 9th grade, 10th grade, or 11th grade common core English Language Arts (ELA) assessments, the student must be enrolled in and complete a remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.
2. Each year a student scores Level 1 or Level 2 on the Algebra I EOC assessment, or upon transition to the common core Algebra I assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

E. Intensive Reading Course Exemption

A high school student scoring Level 1 or 2 on FCAT Reading may be granted a 1-year exemption exempted from the intensive reading requirement, so long as the student has not scored below Level 3 on FCAT Reading in the previous three years. The student is required to have an approved academic improvement plan already in place and signed by the school and a parent or guardian for the year the exemption is granted.

Special Note: State Board Rule 6A-6.054. establishes guidelines for placement in reading intervention and for progress monitoring. Progress monitoring must occur three times per year. (Fla. Stat. § 1003.428(2)(b)1)

F. Physical Education (PE) Requirements

The State of Florida requires one (1) credit in physical education, which includes the integration of health. This requirement may be met through Personal Fitness plus a physical education elective or through completion of the course Health Opportunities through Physical Education (HOPE). This requirement may be waived in the following ways:

- Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels AND a passing grade of "C" on the Personal Fitness Competency Test

- Participation in two years in an R.O.T.C. class
- Students who complete the International Baccalaureate program of studies are exempt from all high school physical education health requirements as specified in Florida Statute § 1003.428(1)

G. Remedial and Compensatory Credit

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

H. 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 Florida Statute § 1003.4295(3).

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

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

Credit is earned upon successful mastery of course performance standards requirements and Next Generation Sunshine State Standards as provided by the Leon County Schools' Student Progression Plan.

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 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." (Fla. Stat. § 1003.436, (2))

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

I. 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 State Board 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.

2. State Assessments

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows a mathematics credit in a course that requires passage of a statewide, standardized assessment in order to earn a standard high school diploma, the student must pass the assessment unless the student earned a comparative score pursuant to Florida Statute § 1008.22, 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 U.S.C. s. 6301.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, the student must take and pass grade 10 FCAT Reading or earn a concordant score on the SAT or ACT as specified by state board rule or, when the state transitions to common core English Language Arts assessments, earn a passing score on the English Language Arts assessment as required under this section.

Notwithstanding any other law to the contrary, all students enrolled in high school as of the 2012-2013 school year who earned a passing grade in Biology I or geometry before the 2013-2014 school year shall be awarded a credit in that course if the student passed the course. The student's performance on the EOC assessment is not required to constitute 30 percent of the student's final course grade.

3. Validation of Credits

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

4. Alternative Validation Procedure

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

- a. portfolio evaluation by the superintendent or designee
- b. written recommendation by a Florida certified teacher selected by the parent and approved by the principal
- c. demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools
- d. demonstrated proficiencies on nationally-normed standardized subject area assessments
- e. demonstrated proficiencies on the FCAT and on EOC assessment(s) for course(s) that require a passing score on an EOC assessment in order to award course credit; or
- f. 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 in paragraphs (c)(4) and (6) of this rule if required. (Fla. Stat. § 1003.25(3) and Fla. Admin. Code R. 6A-1.09941)

J. Secondary Student Transfers (Fla. Stat. § 1003.433)

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 Florida Statute § 1008.22.

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

1. Participation in an accelerated high school equivalency diploma preparation program during the summer.
2. 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.
3. Participation in an adult general education program as provided in Florida Statute § 1004.93, 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 s. 1003.4282 1526 or s. 1008.22 an unlimited number of times in order to receive a standard high school diploma.

4. 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 Florida Statute § 1003.4282 1526 or § 1008.22 or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment FCAT 2.0 or alternate assessment and receive a standard high school diploma upon passage of the required assessment or alternate assessment.

K. 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.

L. Participation in Graduation Ceremonies

- A student must complete all requirements for a standard or special diploma in order to participate in his/her high school graduation ceremony.
- A student must be registered at a Leon County high school in order to participate in that high school's graduation ceremony.
- A student who withdraws from a high school, enrolls in an adult program, and successfully completes the Graduate Educational Development (GED) tests, may participate in the adult high school graduation ceremony and is awarded a State of Florida diploma. These students may not participate in the graduation ceremony with their previous high school.
- A student who receives a Certificate of Completion may participate in a graduation ceremony.

III. 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 (Fla. Stat. §1003.429,(3)).

Standard high school diplomas.—

- 24-credit Standard diploma
- 24 credit Scholar designation diploma
- 24 credit Merit designation diploma.

A. 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 (Fla. Stat. §1003.428) (See graduation requirements by ninth (9th) grade cohort.)

B. 24 Credit Scholar Designation Diploma

In order to earn a Scholar designation diploma, a student must satisfy the following requirements in addition to the requirements for a standard diploma as set forth in Florida Statute 1003.428 and 1003.4282:

1. English Language Arts (ELA). – When the state transitions to common core assessments, pass the 11th grade ELA common core assessment.
2. Mathematics – Earn one credit in Algebra II and one credit in statistics or an equally rigorous course. When the state transitions to common core assessments, students must pass the Algebra II common core assessment.
3. Science – Pass the statewide, standardized Biology I end-of-course assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.
4. Social studies – Pass the statewide, standardized United States History end-of-course assessment.
5. Foreign language – Earn two credits in the same foreign language.

6. Electives – Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

C. 24 Merit Designation Diploma

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

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

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

D. Accelerated High School Graduation Information

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.

E. Early Graduation Options Under Florida Statute §1003.4281

Award of a standard high school diploma – A student who meets the requirements of Florida Statute § 1003.4282(3)(a)-(e), 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.

F. The 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 Florida Statute § 1008.22. Notwithstanding, Florida Statute § 1003.436 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.

G. Students with Disabilities Seeking a Special diploma

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

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

1. Option 1 Special Diploma Graduation Requirements

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

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

any appropriate elective

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

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

- Thirteen (13) credits in core academic skills required for postsecondary education or training, employment, and/or independent living, to include:
- Four (4) credits in reading/language arts;
- Four (4) credits in mathematics;
- Three (3) credits in science; and
- Two (2) credits in social studies.
- One half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health
- Four (4) credits in exceptional student education (ESE) career and technical education or basic career and technical education; and
- Six (6) credits in electives, (Fla. Admin. Code R. 6A-1.09961).

2. Option 2 Special Diploma Graduation Requirements

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

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

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

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

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

- be at least 17 years of age
- have earned a 2.0 cumulative GPA in a minimum of eight (8) credits in the following courses:
- Four (4) credits in core academic areas to include
- Two (2) credits in reading/language arts; and
- Two (2) credits in mathematics
- One (1) credit in ESE career and technical education or basic career and technical education
- Three (3) credits in electives
- have achieved all the annual goals and short term objectives or benchmarks, if required, that were specified on the IEP related to employment and community competencies;
- have mastered the academic, employment, community, and technology competencies specified in his/her training plan. The training plan shall be developed and signed by the student, parent(s) and/or guardian(s), teacher, and employer prior to placement in employment and shall identify the following:
- The expected employment and community competencies

- The criteria for determining and certifying mastery of the competencies;
- The work schedule and the minimum number of hours to be worked per week; and
- A description of the supervision to be provided by school district staff.
- be employed in a community-based job for the number of hours a week specified in the student's training plan, for the equivalent of one (1) semester or eighteen (18) weeks of successful employment and be paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act (Fla. Admin. Code R. 6A-1.09961).

H. State of 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.

I. Florida High School Performance Based Diploma

Awarded to students who complete the Performance Based Exit Option Model, are enrolled in credit earning courses, and pass the FCAT 2.0 Reading (or alternate assessment) and the GED tests. A performance-based diploma may not provide the same post-secondary options as a standard diploma (Fla. Admin. Code R. 6A-6.0212).

J. 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.

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

A College Placement Test Eligible Certificate of Completion shall be awarded to a student who has met all graduation requirements except passing one or both parts of the Grade 10 FCAT 2.0.

A Special Certificate of Completion shall be awarded to students with disabilities who are unable to meet all of the requirements for a special diploma. The certificate indicates that the student completed the required ESE courses but did not meet the requirements for a Special Diploma as required by Florida Administrative Code Rule 6A-1.0996.

K. Certificate Acceptance

A student may accept the Certificate of completion, in order to retake FCAT 2.0 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.

L. Certificate Refusal

A student may refuse the Certificate of Completion. The student may enroll for an extra (13th) year in his/her home high school or enroll in an adult education program. Remedial assistance shall be provided in each high school for all students who have not met current State requirements. Remedial assistance shall take place through instruction in the regular classroom for the majority of students. For students needing additional remedial help, every effort will be made to provide needed special remediation programs. These special programs will establish the students to be served and the eligibility criteria on a yearly basis. In all remedial assistance programs, achievement in social/emotional/developmental maturity shall be emphasized.

The student may also receive remedial assistance from other sources to meet State requirements. The student may retake the FCAT through the home high school or Adult and Community Education. Upon completion of the State requirements, the student is eligible to receive a diploma from the home high school. 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.

IV. PERFORMANCE STANDARDS

A. 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. 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.

B. Grading Standard

1. 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 passing 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, (Fla. Stat. § 1003.43).

The meaning of each letter, its numerical value, and GPA conversion to a letter grade of each letter is based on the following scales:

Table: Grading Scale and Definitions

Definition	Percent Value	Letter Grade with Numeric Equivalent
Outstanding	90 - 100%	A (4.0)
Above Average	80 - 89%	B (3.0)
Average	70 - 79%	C (2.0)
Below Average	60 - 69%	D (1.0)
Failure	0 - 59%	F (0.0)

2. 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	Quality Points
A	4
B	3
C	2
D	1
All Other Grades	0

Table: Conversion of a 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

C. Final Grades**1. Traditional Courses**

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

a. Courses with a final exam grade

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

b. Courses with final exam exempted

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

2. Courses with a DOE End of Course Exam

Starting in school year 2010/11 statewide, standardized end-of-course (EOC) exams began to be required for certain core academic courses, with a final grade being calculated on a yearly basis. Just as with traditional courses, these courses also use one calculation method for courses that have an exam grade, with a different method being used for courses that have had the exam exempted.

First, quality points are assigned to all letter grades earned in a course according to the table “Conversion of Letter Grades to Quality Points” at the end of this Final Grades section.

These quality points are then totaled and a GPA is calculated according to one of two formulas as shown in the following tables:

a. Courses with a final exam grade

# of grading periods	The formula used to determine the GPA is:
4	$\text{GPA} = (\text{Total Grading Period Quality Points} * .175) + (\text{Exam Quality Points} * .3)$

b. Courses with final exam exempted - (exam only awards credit)

# of grading periods	The formula used to determine the GPA is:
4	$\text{GPA} = (\text{Total Grading Period Quality Points} / \text{Number of Grading Periods})$

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

D. Semester and Final Exams

All students must take a written or performance-based final semester exam in each course unless otherwise exempted. 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.

E. 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.

1. 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.

2. 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 “D” average or higher and scored a minimum of a “D” during the final grading period.

F. 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 and no grade of “D” or “F.”

Students with Disabilities seeking a special 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 Leon County School Board Administrative Procedure D-1.

G. Recognition of Honor Students

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

To be eligible for consideration for valedictorian or 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 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.

H. Honors Designation

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

1. Weighted GPA – Cum Laude

- a. 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.
- b. 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.
- c. All other college courses will receive the appropriate quality points as designated by Leon County’s “Educational Programs and Graduation Requirements”.
- d. A minimum 4.0 or higher weighted grade point average will be required for any Cum Laude recognition.
- e. 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

- a. 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.
- b. All courses will receive quality points based upon a four-point scale as designated by Leon County's "Educational Programs and Graduation Requirements".
- c. A minimum 3.7 higher unweighted grade point average will be required for any Cum Laude recognition.
- d. The following grade point average ranges will be used for recognition categories:
- e. Summa Cum Laude: Seniors with an unweighted grade point average of 3.9 to 4.0.
- f. Magna Cum Laude: Seniors with an unweighted grade point average of 3.8 to 3.899.
- g. 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:

- a. 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 first semester of the senior 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.
- b. 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.
- c. All other college courses will receive the appropriate quality points as designated by Leon County's "Educational Programs and Graduation Requirements".
- d. In the event of a tie, the nine-week's grades will be compared. If there remains a tie, co-valedictorians may be selected.
- e. 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.

I. 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 (Fla. Stat. § 1003.428).

J. 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

K. 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 Florida Statute § 1003.43, 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.

V. GRADUATION REQUIREMENTS FOR FLORIDA'S STATEWIDE ASSESSMENTS

A. Overview

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.

B. FCAT 2.0 and Florida EOC Assessments

Students who entered grade 9 in the 2009-2010 school year and thereafter must pass Grade 10 FCAT 2.0 Reading in order to graduate. Credit in these courses is required for high school graduation. This requirement also applies to middle school students seeking high school course credit for Algebra 1.

The table below provides the school year when these requirements begin for students entering grade 9 and for middle school student enrolled in these courses:

Assessment Requirement by School Year

School Year When Assessment Requirements Began for Students Entering Grade 9 and Middle School Students	Assessment(s) that Students Must Pass in Order to Graduate
2009-10	Grade 10 FCAT 2.0 Reading Grade 10 FCAT Mathematics
2010-11	Grade 10 FCAT 2.0 Reading
2011-12	Grade 10 FCAT 2.0 Reading Algebra 1 EOC Assessment
2012-13	Grade 10 FCAT 2.0 Reading Algebra 1 EOC Assessment

Note: The U.S. History EOC Assessment is not included in this table because according to current statute, students will not be required to earn an Achievement Level 3 or higher score on the U.S. History EOC Assessment to earn course credit.

Achievement Levels for FCAT 2.0 Reading and the Algebra 1 EOC Assessment were established by the State Board of Education on December 19, 2011. The State Board established achievement levels for the Biology 1 and Geometry EOC Assessments on December 12, 2012. The table below shows the passing scores for each assessment depending on the year students entered grade 9.

Passing Scores for the Required Assessments

Assessments	Year Student Entered Grade 9			
	2009-10	2010-11	2011-12	2012-13 and Beyond
FCAT 2.0 Reading	241*	245	245	245
FCAT Mathematics	1889 (scale score of 300) or above	N/A	N/A	N/A
Algebra 1 EOC	N/A	N/A	399 or above	399 or above
Biology 1 EOC	N/A	N/A	N/A	395 or above
Geometry EOC	N/A	N/A	N/A	396 or above

*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is concordant (or comparable) to a score of 241 on the FCAT 2.0.

C. Graduation Options

1. Retaking the Statewide Assessments

Students can retake Grade 10 FCAT 2.0 Reading each time the test is administered until achieving a passing score and students can enroll beyond the 12th grade year should they need additional instruction to successfully pass the assessment. Students currently have up to five opportunities to pass the Grade 10 FCAT 2.0 Reading before their scheduled graduation. The number of opportunities to retake EOC assessments will depend on when students first participate in each EOC assessment. Students who do not pass the Grade 10 FCAT 2.0 Reading in the spring of their 10th grade year may retest in fall and spring of their 11th and 12th grade years.

In addition, if students do not pass the required Florida Algebra I EOC assessments, they must retake the assessment until they pass it. The Algebra I EOC assessment is administered at the conclusion of both the fall and spring semesters to accommodate courses that conclude at the end of each semester. In addition to fall and spring administrations, there is a summer administration.

2. Concordant Scores Option

A student can also graduate by receiving a score comparable to the Grade 10 FCAT 2.0 passing score on either the ACT or SAT. FCAT concordant scores were set in 2003 and revised in 2009. FCAT 2.0 concordant scores for students entering grade 9 in 2010-11 and after were established in January 2013.

The table below shows the concordant scores students must achieve based on the year they entered grade 9. Even if they have achieved a concordant score before the grade 10 assessment, all students enrolled in grade 10 are required to participate in the statewide assessments in accordance with Florida Statute § 1008.22.

Additional guidance regarding FCAT concordant scores is posted at <http://www.fldoe.org/BII/StudentPro/resources.asp>.

FCAT Concordant Scores by Year Student Entered Grade 9

Assessment	Reading		Mathematics
	2009-10	2010-11 and beyond	2009-10 and earlier
FCAT	N/A	N/A	1889 (scale score of 300)
FCAT 2.0	241*	245	N/A
SAT	420	430	340
ACT	18	19	15

**Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is concordant (or comparable) to a score of 241 on the FCAT 2.0.*

Algebra 1 EOC Concordant Scores

Algebra 1 EOC Assessment	PERT Mathematics
399	97

3. Waiver of the FCAT and EOC Graduation Requirements for Students with Disabilities

Students with disabilities who are working toward a standard high school diploma are expected to participate in the FCAT and FCAT 2.0; however, legislation provides for a waiver of the FCAT and FCAT 2.0 as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments after attempting each required assessment at least twice. The individual educational plan (IEP) team may request a waiver of the FCAT/FCAT 2.0 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 Florida Statute § 1003.43(11)(b) or 1003.428(8)(b). Students with disabilities with Section 504 plans are not eligible for a waiver.

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

4. General Education Diploma (GED)

If students have not received passing Grade 10 FCAT 2.0 Reading scores, they may enroll in a GED preparation course through Leon County Schools Adult and Community Education.

VI. PROGRESSION ALTERNATIVES

A. 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.

B. Correspondence Courses

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

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

C. Co-Enrollment in High School and Adult Education

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

D. 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.

E. Dual Enrollment in High School and Lively Technical Center

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

F. Enrollment in Lively Technical Center as an Adult

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

G. Vocational Cooperative Education

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

H. General Education Development Test (GED)

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

A person must be eighteen years of age or older and reside in the State of Florida 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://ged.fldoe.org/>

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

The regular high school program is terminated immediately.

The student is no longer eligible to participate in any high school function or activity reserved for students.

These activities include, but are not limited to, the following:

- graduation exercise,
- prom, and
- athletic events, etc.

I. Performance-Based Exit Option (Rule 6A-6.10212)

The Performance-Based Exit Option Model, (formerly known as the GED Exit Option), is not the preferred method nor is it to be considered an accelerated means of completing high school. This model may only be exercised for students who are off track to graduate with their kindergarten cohort due to being overage for grade, behind in credits or having a low Grade Point Average (GPA). Students participating in the Performance-Based Exit Option Model may not graduate prior to their kindergarten cohort.

Participation in this model is voluntary and requires parental notification and consent.

Any eligible student currently enrolled in a PK-12 program, including special programs such as exceptional student education, dropout prevention, teenage parent, Department of Juvenile Justice, and English for Speakers of Other Languages (ESOL) may participate in the Performance-Based Exit Option Model if they are enrolled at one of the eligible special/alternative/Department of Juvenile Justice programs at which this program is provided.

- The minimum requirements for a student to be eligible to participate in the Performance-Based Exit Option Model are:
 - a. The student must be at least sixteen (16) years old and currently enrolled in a PK-12 program;
 - b. Enrolled in and attending high school courses that meet high school graduation requirements as specified in Florida Statute § 1003.428 or 1003.43, whichever is applicable;
 - c. In jeopardy of not graduating with their kindergarten cohort because they are overage for grade, behind in credits, or have a low GPA;
 - d. Assessed at a seventh grade reading level or higher at the time of selection (ninth grade or higher at the time of GED testing), as documented by the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade level proficiency.
 - Students enrolled in a Performance-Based Exit Option program are required to adhere to the Leon County Schools' attendance and code of conduct policies.
 - For students to successfully complete the Performance-Based Exit Option Model, the student must:
 - a. Continue enrollment and attendance in high school courses that meet high school graduation requirements until graduation requirements for the program are met (Fla. Stat. § 1003.428 or 1003.43;
 - b. Pass the required sections of the FCAT, or receive a concordant score in accordance with Florida Statute § 1008.22.
 - c. Pass the GED Tests;
- and
- a. Complete any additional requirements established by the Leon County School District.
 - Students earning the State of Florida High School Performance-Based Diploma are not required to obtain the minimum credits and GPA that are required for a standard high school diploma.
 - Students must successfully participate in the Performance-Based Exit Option Model for at least one full semester.
 - Students who are participating in the Performance-Based Exit Option Model during their 13th year of school and their kindergarten cohort has already graduated are not required to continue classes until the end of the currently enrolled semester if they have:
 - a. Successfully passed the required sections of the FCAT or received a concordant score in accordance with Florida Statute § 1008.22;

- b. Passed the GED Tests;
- and
- c. Completed any additional requirements established by Leon County Schools.
- Official Recognition.
 - a. Students enrolled in the Performance-Based Exit Option Model are eligible to participate in all standard high school activities, including extracurricular activities, as well as graduation and other recognition ceremonies.
 - b. A student completing the Performance-Based Exit Option Model who passes the GED Tests and the required sections of the Grade 10 FCAT 2.0 Reading, or receives a concordant score (Fla. Stat. § 1008.22), will earn a State of Florida High School Performance-Based Diploma.
 - c. A student completing the Performance-Based Exit Option Model who does not meet the graduation requirements (Fla. Stat. § 1003.428 or 1003.43), does not qualify to receive a standard high school diploma.
 - d. If a student passes the GED Tests but does not pass the FCAT, the student will only be awarded the State of Florida High School Diploma (GED).

J. Thirteenth Year Students

Students who have completed the credit requirements for graduation but have not met current State Requirements will be permitted to return to high school for up to one additional year, 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. These students may elect to remain in the secondary 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 (Fla. Stat. § 1003.428 (7)(b)).

Students with disabilities who have not met graduation requirements for a standard diploma may continue to be enrolled until the end of the semester in which they turn 22 years of age.

VII. POSTSECONDARY CREDIT

A. Advanced Placement 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.

B. International Baccalaureate Program

The International Baccalaureate (IB) Program is the curriculum whereby students are enrolled in a program offered through the IB Program. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit. Students shall be exempt from the payment of any fees.

C. Dual Enrollment in High School and College

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

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

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

D. 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 (Fla. Stat. § 1007.271).

Under Revision

ADULT EDUCATION

I. PROMOTION

Florida does not require students who are sixteen years or older to attend school. The adult program is designed to give further education to persons, sixteen or older, who are no longer attending the regular school program.

To qualify for the adult program, a person must be sixteen years of age and not enrolled in school. (Secondary students who need credit toward graduation may co-enroll in the adult education program with prior written permission from their high school principal or his/her designee.)

Effective July 1, 2011 the Florida Statutes have been amended to include a block tuition for adult general education programs which is based on in-state or out-of-state residency.

Students may enroll in adult general education classes at any time and progress at their own rates of speed. The granting of credit is based on mastery of course standards.

Grade levels are not emphasized in adult education in grades 1-8. Adult high school credit students are classified on the basis of an evaluation of student transcripts.

A minimum of one credit must be earned in residence with Adult and Community Education before an adult high school diploma is granted.

II. GRADUATION REQUIREMENTS – ADULT HIGH SCHOOL CREDIT PROGRAM

To receive an adult education high school diploma a student must earn 24 credits.

English, Math, Science, and Social Studies credits are earned as stated in the Student Progression Plan for all high school students in the county with the exception of science lab requirements, which are not required for adult students.

Nine and one half elective credits are required.

Physical education and practical or fine arts are not required subjects for adult students; however, credits earned in high school in these areas may be counted as elective credits toward graduation requirements.

Students must pass the Grade 10 FCAT 2.0 Reading and 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.

Students in 9th through 12th grade courses, must demonstrate proficiency (70% or higher/grade of “C” or higher) on the course standards before credit can be awarded.

All credits must be completed and state testing requirements fulfilled before an adult student can participate in graduation ceremonies.

III. PROGRAM OF STUDIES

A. Basic Education, Grades Level 1 - 8

The purpose of this program is to offer basic literacy and functional skills education for adults who are performing below the 9th grade level. The program of studies includes reading, language arts, mathematics and employability skills, as well as English for Speakers of other Languages (ESOL).

Mastery of basic skills is based on student performance at the eighth grade level (8.9) as determined by pre and post-testing on an assessment instrument, approved by the State of Florida, for adult students.

B. Secondary Education, Grades Level 9 - 12 High School Diplomas

The GED® program of studies at the secondary level includes review courses in preparation for taking the General Educational Development (GED®) Test. Upon successful completion of the GED® test, a State of Florida High School Diploma will be issued.

The program of studies for adult students interested in the standard high school diploma is listed under Graduation Requirements - Adult Education. Upon successful completion of credit requirements and fulfillment of State testing standards, a regular (standard) high school diploma will be issued to the student.

C. Education for Adults with Disabilities and Senior Adult Learners

The purpose of this program is to provide educational programs to adults with disabilities and senior adult learners. The program of studies includes academic, daily living and economic independence skills. Programs and eligibility for adult education for adults with disabilities and senior adult learners will be in accord with the Florida Department of Education’s Adults with Disabilities Grant Program, and approved annually by the Florida

Department of Education. Classes offered to adults with disabilities and senior adult learners will be determined by the adult education principal and specified in the approved project application submitted annually to DOE for approval. Programs and services offered will not be identical to those offered through the pre-kindergarten through grade 12 Exceptional Student Education. Access to programs shall be limited to those persons who meet eligibility requirements for participation and within staffing ranges, which do not exceed funding provided through the Adults with Disabilities Grant Program annual appropriation.

IV. ALTERNATIVES TO NORMAL PROGRESSION

A. Acceleration

In both the GED® program and the high school credit program, students progress at their own rates of speed. The earning of high school credits is based on mastery of course standards. GED® students take the GED® Test when their skills are at a level that they can pass the test. Students are encouraged to accelerate according to the best of their abilities.

B. General Educational Development Test (GED®)

The GED® is a national test that permits a person to receive a high school diploma upon successfully passing an examination. The diploma issued, by the Florida Department of Education, is the State of Florida High School Diploma. Beginning January 2014, the GED® will change to a computer based test. The current GED® is a battery of five tests that measure general educational development, which includes, language arts/writing, social studies, science, language arts/reading and mathematics. The 2014 test will have four sections, Reasoning through Language Arts, Science, Social Studies, and Mathematical Reasoning.

To take the test, a person must be eighteen years of age or older at the time of application. Candidates sixteen or seventeen years of age may take the current GED® test only if they enroll in a GED® class and score at least 450 on each sub-test of the official practice test. The 2014 test will require a score of 150 on each subtest, or have an extraordinary circumstance.

Extraordinary circumstances include:

- Emotional, psychological, medical or serious social difficulty prohibiting the student from attending regular classes
- Principal discretion

C. Co-Enrollment in High School and Adult Education

Students currently enrolled in a local high school may enroll in adult education credit courses with prior written approval of their home school principal or his/her designee. The adult education program will determine the number of students to be accepted in adult education classes. Such students shall be subject to the rules of the adult education program for their enrollment and progression in that program. Effective July 1, 2011 the Florida Statutes have been amended stating that students who are co-enrolled may take core curricula courses for credit recovery or dropout prevention purposes for up to two courses per student. Such students are exempt from the payment of the block tuition for adult general education programs.

V. GENERAL GUIDELINES

A. Student Conduct

All adult students will be given a copy of the school rules, "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 programs is voluntary; therefore, student conduct must be consistent with required behavioral and attendance standards. When student conduct is inconsistent with required behavioral and attendance standards, informal disciplinary measures, such as teacher-student conference(s), administrator-student conference(s) counseling and/or temporary dismissal, may be used. Adult students who require repeated informal disciplinary measures, present a threat to the safety of others and/or interrupt the learning environment for others 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.

Adult 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, adult 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.

B. Attendance-Adult Education

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 shall 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 and Community Education Program.

C. Grading and Reporting Student Progress

Grades are not used in adult education programs, with the exception of the adult high school credit program.

The grading system used in the adult education high school credit program 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

Instruction in adult education high school credit courses is individualized, self-paced, and performance based. Students do not receive failing grades. The grades above are awarded for satisfactory progress in the Adult High School Credit Program. A grade of "C" is required to earn course credit. If students drop out or a term ends, they may resume incomplete work upon return to school for up to one year. Student progress in other adult education courses is determined by pre and posttests using Department of Education approved assessment instruments.

D. Placement

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

E. 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 for one school year and will be purged during the year following the student's withdrawal.

F. 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.

G. Grievance Procedure

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

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

H. 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 are expected to identify themselves and the program they are attending to staff members, if asked.
2. Students are expected to report to classes on time and remain for the entire class period.
3. Students are expected to attend classes consistently. Failure to attend on a regular basis may result in the student's withdrawal from the program.
4. Students with vehicles are expected to park in the designated student parking area only. (ACE campus)
5. 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.
6. Use of tobacco products on school property is prohibited.
7. Trash receptacles must be used to dispose of trash.
8. 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.
9. 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.
10. Food and beverages are not permitted inside of classrooms, unless otherwise authorized. This includes gum, candy, and snacks.
11. Students on the ACE campus must use hall passes when out of the classroom during class time.
12. 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.
13. Students are expected to dress appropriately for a school/work environment.
14. Possession or use of illegal substances or alcohol is prohibited at all class locations.
15. Alteration of grade reports, transcripts, cheating, and plagiarism may result in student withdrawal from the program.
16. 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: Fla. Stat. § 1001.41

Law Implemented: Fla. Stat. § 1000.04 and 1011.80

POST SECONDARY VOCATIONAL EDUCATION

Lively Technical Center Post-Secondary Vocational Education

Career education programs offered by Lively Technical Center are consistent with the mission of the Center and the needs of the community. Each program has clearly stated objectives, defined content relative to these objectives and the current needs of business and industry. Student evaluations are a resource used to enhance program objectives and content. Lively Technical Center (LTC) offers a wide variety of career education certificates (job preparatory) and continuing education programs. These programs are developed in cooperation with local employers in order to develop the area workforce. Training in job preparatory skills, upgrading of existing skills, and student participation in externship (work based) programs are components of the LTC operations. Lively Technical Center operates all programs in accordance with Florida Statutes, the Florida State Board of Education rules, Council on Occupational Education accreditation requirements, and Leon County School Board policies. Florida Department of Education curriculum frameworks and other applicable guidelines are used to develop programs.

I. ADMISSION

A. Adult Students

Adult students must obtain an enrollment packet and follow the steps indicated on the checklist. Students must be sixteen years or older with or without a high school diploma, provide a driver license or photo ID and take the TABE test. All students are required to pay tuition and all other associated fees.

B. Secondary (Dual Enrolled)

Secondary students may elect to be dually enrolled at their high school and Lively. Dual-enrolled students will attend class part-time at their home school and enroll part-time in a workforce education program on the Lively campus.

- Students must meet the following criteria:
- Have a minimum 2.0 GPA
- Have satisfactory attendance
- Have completed the 9th grade or be 16 years old
- Take the TABE test

II. DOCUMENTATION OF ACHIEVEMENT

Lively awards the following indicators of achievement:

A. Career Education Certificate

This certificate is awarded for mastering specific competencies leading to completion of a postsecondary career education program and achieving basic skills levels indicated in the Florida Department of Education Curriculum frameworks.

B. High School Credit

High school credit is awarded to a secondary student who is enrolled in a career education program to earn credits. Students may come from a Leon County secondary school or a secondary school from a neighboring district under a dual enrollment agreement. Credit shall be awarded consistent with Leon County School Board policy 4.15(3) High School.

For occupational proficiency programs, credits will be awarded and will be accepted by the high school on the basis of demonstrated competency. Credits earned, shall be exempt from the 135-hour rule consistent with the provisions of Florida Statute § 1003.436, Students may earn more or less than one credit for each 135 hours of instruction. Competency lists based on the Department of Education student performance standards will be used to assure competencies are met and to recommend the amount of credit to be awarded. Credits earned may exceed the required number of elective credits needed for graduation.

C. Recognition of Competency

Awarded for mastering specific competencies leading to partial completion of an entire career education program. These competencies are occupational completion points, which correspond to occupations within a field of study.

D. Continuing Education Certificate

This certificate is awarded to individuals who complete courses of study to upgrade skills.

III. GRADING

A. Secondary Students

Letter grades, based on the high school grading system, will be awarded to all dual enrolled secondary students at the end of each grading period as scheduled by the Leon County School Board. Credits are awarded for completion of competencies, not for seat time in the class. This means that a secondary dual enrolled vocational student has the opportunity to earn more credits for a semester than he/she would earn in an academic course for the same period. Conversely, a student who fails to apply himself/herself may receive less credit than equivalent time spent in an academic course.

Students shall successfully complete all of the benchmarks (competencies) with a minimum of 75% mastery (average). Demonstration of mastery for Exceptional Education Students on a special diploma track shall be determined by the goals and objectives identified in the Individual Education Plans.

B. Adult Postsecondary Students

All programs shall follow the grading policy adopted by the Leon County School Board. Adult postsecondary students will be provided a copy of the grading policy at the beginning of their training. All teachers will evaluate each student at the end of each unit, competency or objective. The teacher will hold a personal conference with each student no less than twice each semester for the purpose of informing the student of his/her progress in the program. A written progress report will be provided to the student and maintained in the student file for each of the required conferences. Health Education, Cosmetology and Aviation will adhere to their program handbook and are not grievable.

IV. ADMITTANCE

Adult students generally enter Lively programs in the first week of each semester. Certain lock-step programs may have class starting dates that do not coincide with the Center's semester beginning dates. In this case, students may enter these programs at the scheduled class beginning date. High school students usually enroll at the beginning of each semester. Such enrollments shall be on a space available basis.

V. TESTING

All students who are enrolled in a Workforce Education Certificate Program 450 hours or more will complete a basic skills examination approved by the Florida Department of Education.

A. Diagnostic Testing

Students will take the Test of Adult Basic Education (TABE) or provide proof of acceptable forms of assessment. These include scores from the TABE, forms 9 and 10 complete battery. Students who present official documentation from the TABE Survey Form which indicate that the student has not achieved the required exit level basic skills for his/her program of choice will be required to retest on the longer form for diagnostic purposes.

1. Minimum Basic-Skills

Grade levels in mathematics, language, and reading are defined in each career education program description and published annually in the Florida Department of Education Curriculum Framework for each program. Students must meet the minimum program requirements before a certificate will be issued.

2. Exceptions

Students who possess an Associate Applied Science (AAS) degree or higher, those who have achieved specified scores on the Florida College Entry-Level Placement Test (CPT), Multiple Assessment Placement Services (MAPS), American Testing Program (ACT) and (ASSET) or The College Board (SAT) may be exempt from taking the TABE. Test scores are valid for two years, except in cases specified in law or rule. Lively Technical Center follows recommendations established by the Florida Department of Education and Division of Workforce Education for technical assistance on assessment.

B. Other Assessments

Other assessments may be given to assist students in identifying their aptitudes, interests and work values. This additional information is helpful in the selection of career goals and training programs.

C. Test Fees

Fees for tests and assessments, are annually approved by the Leon County School Board, shall be charged to all adult students. Secondary students with documentation will be tested free.

VI. ADVANCED STANDING

Previous records of achievement and demonstrated proficiency may be considered on an individual basis and confirmed by the instructor for advanced placement in a career education program. Advanced Standing Placement, which is awarded for previous achievement shall be documented in the student's records.

VII. REMEDIATION

Applied Academics for Adult Education is designed to provide academic enrichment based upon individualized assessed needs identified from the student's Test of Adult Basic Education (TABE) within the content areas of: English/language arts, reading, and mathematics. The program is characterized by open entry/open exit, self-paced instructional modules, and performance based evaluation.

The primary objective of this instruction is to assist the student in meeting the state basic skill exit level requirement for the vocational training program in which he/she is or will be enrolled. This is required for the student to obtain a certificate from the vocational training program if the program length is 450 hours or more. The requirements for each vocational program are available through Student Services.

Enrollment within this program may occur prior to or concurrent with enrollment in a vocational training program. Students who do not meet the required scores shall enroll in Lively's Applied Academics for Adult Education program unless documentation is provided stating the student is currently enrolled in an approved alternate public or private school remedial program. Students requiring academic enrichment based on TABE results will be provided an individual study program and upon completion of their individualized study plan (60 hours of instruction), the student will be retested on content areas needed.

VIII. STUDENTS WITH DISABILITIES

Dual enrolled secondary students with disabilities at Lively Technical Center shall be provided exceptional student education services as set forth in their Individual Educational Plan (IEP). This includes accommodations and modifications. Accommodations are changes to the way the student is expected to learn. Modifications of the curriculum can also occur through Modified Occupational Completion Points (MOCP) if a student is not able to complete the state designated OCP's. This means that if there is an occupation within the frameworks that can lead to a job in the community without the student having to complete the entire OCP; a Modified Occupational Completion Point can be earned. The important point is that these modifications must lead to a real job available in the community. MOCP's are only available to high school students with an active IEP.

Adult students with a documented disability must self-identify and request assistance or accommodations available under Section 504 of the Rehabilitation Act of 1973 through their instructor or a counselor. Secondary students with a 504 Plan in their high schools may also receive accommodations as set forth in their plan. Student performance standards may not be modified for adult or high school students with a 504 Plan.

Procedures:

1. In Career Education, students shall request accommodations and must provide supporting documentation of their eligibility under Section 504 and ADA. Adult students are required to self-identify.
2. To begin the consideration process, a Referral for 504 Assistance (Form 501-1) shall be completed by the student's instructor. Instructors may obtain these forms from the Student Services Department. Once the form is completed, it should be returned to Student Services (Intervention Team/504 Committee). The Intervention Team consists of professionals, family members, and the student. The team develops a 504 plan. One of the professionals is the teacher who is responsible for teaching the student with disabilities. The team decides what accommodations or modifications the student needs for his or her educational program and for the state and district testing programs. All available records will be reviewed by the Lively Technical Center intervention team to determine if the student meets the classification as having a disability under Section 504 of the Rehabilitation Act of 1973.
3. All information about the individual needs of a student with disabilities is confidential. The team will be the determining body for matters of eligibility and evaluation. The intervention team notifies the student of the eligibility decision.

4. Following notification, a conference is scheduled with the intervention team, the career and/or academic instructor and the student's (parent(s) if applicable) and other professionals. This conference is to complete the referral process for 504 assistance, and to discuss interventions and reasonable accommodations. If the plan needs to be modified or redesigned, the instructor will submit a request to the chair of the Intervention Team.
5. The plan should be reviewed every year if continuously enrolled. If accommodations and/or modifications have proven ineffective, the teacher should refer the student back to the Intervention Team. The intent of the plan is to ensure that the student with disabilities has access to a free appropriate public education that is comparable to the education available to his/her non-disabled peers. Leon County School procedures are followed throughout the process. Leon County Schools does not discriminate on the basis of disability in admission, access to its programs, or provision of services.

IX. GENERAL GUIDELINES

A. Records And Reports

Records showing participation and progress shall be maintained on all students enrolled in classes at Lively Technical Center. Credits earned by high school students will be reported to the school maintaining the cumulative folder.

B. Monitoring

It shall be the responsibility of the principal of Lively Technical Center to monitor programs 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.

C. Code of Student Conduct

Lively Technical Center strives to provide an effective learning environment that allows for students to experience behavioral success and to develop a desire for and experience academic success. The classroom instructor will review with students the Lively Technical Center Student Handbook. This comprehensive plan has been developed following the School Board Policy 7.08. The student will sign and acknowledge that the Student Handbook has been explained to them and that they had an opportunity to ask questions.

The components of this plan are in compliance with current statute and policy. Nothing in the plan shall prohibit school staff, in consultation with the principal, to modify discipline to ensure compliance for special needs students.

D. Probation

1. A student shall be placed on disciplinary probation by the teacher when the student's attitude and/or behavior are not conducive to career training, but not serious enough for immediate or emergency dismissal from school by the site administrator. A student may also be placed on disciplinary probation by a school administrator for disciplinary reasons. Concurrently, the student shall be referred to a counselor.
2. The student, the instructor or administrator, and/or the counselor, will develop a plan to outline the behavior necessary to improve within a designated time.
3. All of the above will be in writing and signed by the student, the instructor or an administrator, and the counselor.
4. Steps 1 - 3 shall be done by the student and instructor or administrator without a counselor if a student refuses to see a counselor or a counselor is not available.

E. Student Withdrawal

After being placed on probation for academic, attendance notification or discipline, a student shall be withdrawn for documented lack of improvement or documented repeated offenses that led to the original probation or attendance notification. Such withdrawal may be appealed through the student grievance procedure as stated in Student Grievance Procedures (Except Aviation, Health Education and Cosmetology are not grievable.)

1. Automatic Withdrawal

Automatic Withdrawal Infractions are listed in the Student Handbook. Students should pay close attention to this list of infractions. A withdrawal as a result of one or more of these infractions eliminates a student from the Student Grievance Procedure and calls for at least a six-month period of withdrawal before reenrollment. A reenrollment request must be initiated by the student with written notification to the principal or designee no less than one week prior to re-registering.

NOTE: Adult students who have been withdrawn because of willfully endangering or threatening the safety or wellbeing of others shall be denied enrollment at any time.

2. Temporary Withdrawal

Up to five days, temporary withdrawal may be used by an assistant principal or principal in extenuating circumstances when a determination is made that continuation of an adult student in a class may have a negative or disruptive impact on the instructional process or place students or staff in a compromising situation. In such cases, the absence shall be exempt from the attendance rule.

F. Attendance Policies

It is the responsibility of post-secondary and dual-enrolled students to notify their instructor if they will be absent from class for any reason. Secondary students enrolled in workforce programs shall follow the attendance policies of those programs.

1. Absences

Students have a maximum of twelve (12) absences in each semester.

After six (6) absences, the instructor will:

1. Review the attendance policy and requirements with the student.
2. Complete an Attendance Contract placing the student on probation to include the statement that any further absences during the remainder of the semester that exceed the mandatory absence limits will result in withdrawal.
3. Have the contract signed by all parties, if possible. If the student is unavailable to sign the document due to non-attendance, a copy shall be mailed to the student with the notation that the student was unavailable for signature. Students are responsible for notifying the Registration Office of any address change.
4. The student can request or the instructor may require additional counseling from Student Services.

This policy applies to all programs with the following exceptions: Aviation Maintenance Technology (meets Federal Aviation Administration Part 147 requirement), Health Education and Cosmetology.

Those program policies are:

1. Aviation Maintenance Technology:

A student must attend at least 85% (calculated on the 125 hour instruction period exclusive of review time) of each phase of instruction. Time missed in excess of 15% cannot be made up and the student will fail that phase. Any instruction missed must be made up under established make-up procedures or the student will fail that phase of instruction. Any failed phases of instruction will require the student to retake that failed phase when offered. Specific guidelines regarding attendance and consequences will be reviewed with students during their interview with an Aviation instructor. This attendance policy is not grievable.

2. Health Education:

All Health Education Programs have specific attendance policies that will be provided to students in the program handbooks. All students are required to meet the attendance policies of their individual program area. This attendance policy is not grievable.

3. Cosmetology:

The Cosmetology program has a specific attendance policy that will be provided to students in the program handbook. All students are required to meet the attendance policy of their individual program area. This attendance policy is not grievable.

G. Standards of Progress

Students must maintain minimum standards of progress for the program in which they are enrolled. If standards are not met, the student will be placed on probation for the following reporting period/financial aid payment period

These standards include:

1. Regular attendance. All instructors at Lively maintain daily records that comprise a monthly report indicating student attendance records.
2. A minimum GPA of 2.0 or "C". Instructors maintain GPA records on all students. Failure to maintain minimum GPA of 2.0 or higher may be cause for dismissal. A student who withdraws from the program

receives a rating based on his or her progress through the withdrawal date. If a student receives an “I” (incomplete), the student is not making satisfactory progress. Any non-credit remedial coursework is not counted toward the academic progress determination.

3. Satisfactory completion of at least 75 percent of the competencies/assignments for the evaluation period. If a student’s work is satisfactory, but he/she is behind schedule in completing program competencies/assignments, he/she cannot be reported as meeting minimum standards of progress.
4. Students progressing at a rate that will enable them to complete the program within 150 percent of the program length as set forth in the Florida State Curriculum Frameworks. (This is equivalent to a student earning 67 percent of hours attempted.) All instructors at Lively Technical Center maintain separate progress records on each student.
5. Exhibiting conduct that contributes to a cooperative spirit, safety consciousness, and is consistent with policies and rules in the Lively Technical Center Student Handbook. The standards utilized to judge academic progress are cumulative and include all periods of the student’s enrollment. Students will be evaluated a minimum of two (2) times annually.

H. Probation

The purpose of probation is to define expectations for students having difficulty in order to provide opportunities for improvement and success.

1. Probationary Period of Enrollment

The initial 25% of the program is considered as a probationary period for all students. At the conclusion of the probationary period, one of the following determinations will be made:

1. The student has demonstrated the ability to successfully complete the program and acquire employability skills and will be allowed and encouraged to complete the chosen program. No action is necessary.
2. The student has not demonstrated the ability to successfully complete the program and acquire employability skills and will be recommended for counseling sessions to determine if transfer to a more appropriate program or other services are warranted.

2. Academic/Progress Probation

A student must progress at a rate that will enable him/her to complete the program within the DOE specified length. Each instructor will provide a projected timeline of competency expectations to the students upon enrolling. Students not making satisfactory progress based on the timeline shall be placed on probation.

The following steps are mandatory:

1. Counseling between instructor and student to determine the reason for the grade deficiency.
2. Discussion and written documentation of strategies developed to assist the student. This must be written and signed by the student and the instructor. A student’s refusal to sign does not negate the requirements of the document.
3. If, after the designated time period, the deficiency has not been corrected, the student may be withdrawn by the supervising administrator upon recommendation of the instructor. The student shall be referred to counseling to explore other career possibilities.
4. All of the above shall be in writing and signed by the student and the instructor. Counselors will be involved whenever possible in the process.

3. Administrative Probation

May be used by administrators to handle on-campus situations, usually to manage inappropriate adult student behavior.

I. Student Grievance Procedure, Title Vi, Title IX And Section 504

The following student grievance procedure is for the resolution of student complaints concerning school policies or possible violation of legislation against discrimination. The procedure is provided in an effort to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1976, and section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990 applies to all educational programs offered by Lively Technical Center:

1. Definitions

a. Grievance

A dispute or alleged dispute initiated by a student of Lively Technical Center arising out of the interpretation of the application of School Board policy or alleged discrimination in school programs on the basis of race, sex, color, religion, age or disability.

b. Grievant

A student who has been directly affected by the application or misapplication of a school procedure or district policy or one who has been discriminated against. An example of a grievance would be a situation when a student feels that he/she has been unfairly withdrawn from a program.

2. Secondary Student Grievance Procedures

Secondary Students Grievance Procedures shall follow School Board Policy 7.10.

3. Adult Student Grievance Procedures

Adult Student Grievance Procedures are intended to provide students due process when a student feels that their rights have been violated and that they have been treated unfairly with regard to school policy.

In the event that an adult student believes there is a basis for a grievance that is specifically not permitted by this document, The following steps must be followed:

Step 1: The grievant must discuss the alleged grievance with the individual with whom there is a complaint and seek an informal resolution to the problem.

If the dispute is not resolved by informal discussion:

Step 2: The student may complete a written grievance form and submit to the assistant principal no later than the close of the fifth (5) school day following the alleged incident.

Step 3: If this time frame is not met, the issue shall not be grievable. The assistant principal shall respond in writing within three working days after receiving the grievance.

Step 4: If the grievant is not satisfied with the disposition of the grievance or if no disposition has been made within three working days of such filing:

Step 5: The same written grievance shall be submitted to the principal of Lively Technical Center for resolution.

Step 6: The grievance must be delivered to the principal within ten (10) days from the date of the alleged incident to remain grievable.

Step 7: The principal shall, within three (3) working days, appoint a review panel of three to seven members. Adult students may be utilized as committee members, but at no time will the number of student committee members exceed the number of school staff serving on the committee.

Step 8: The principal or a designee shall preside as chairperson of such a panel. The review panel shall review the written grievance and hear evidence from both sides on the written grievance. No other issues shall be considered or discussed. The committee shall respond in writing to the principal within five (5) school days of receiving the request to hear the grievance.

Step 9: The principal will respond in writing to the grievant within three (3) working days as to the disposition of the grievance after receiving the written recommendation of the grievance/appeals committee.

Step 10: If the student is not satisfied with the disposition of the grievance:

Step 11: The same written grievance must be submitted to the Divisional Director within five (5) school days of receipt of the written response from the principal.

Step 12: Within five (5) working days, the Divisional Director will:

Step 13: Consider the original written grievance and evidence submitted by both sides and render a final decision. There shall be no further appeal of any grievance of any adult student at Lively from this point.

If the grievance is not settled at the institutional level, the student may provide information to Lively's Accreditation Agency (The Commission of the Council on Occupational Education, 7840 Roswell Road, Building 300, Suite 325, Atlanta, Georgia, 30350, 770.396.3898 or 800.917.2081).

4. Fair and Equitable Treatment

All grievants will be entitled to fair, reasonable and equitable treatment. A grievant who participated or intends to participate in any grievance under Title IV, IX and Section 504 of the Rehabilitation Act of 1973, and Americans With Disabilities Act of 1990, shall not be subjected to discipline, reprimand, warning, or reprisal because of such participation or initiation.

5. Record Keeping

All documents, communications and records dealing with the processing of a grievance will be filed separately from the grievant's cumulative student folder.

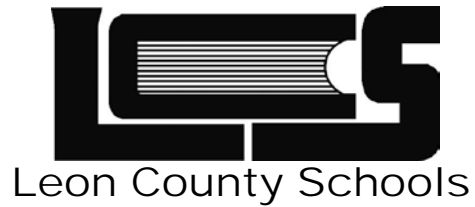
J. Recognition of Training Program Differences

Lively Technical Center trains individuals for a wide range of jobs and careers. Each has a unique set of standards influenced greatly by employers and external licensure and regulatory agencies. Instruction at Lively reflects those varying standards influenced by these groups and is expected, to maintain Lively's licensure, certification and recognition in those training areas.

Statutory Authority: Fla. Stat, § 1001.41

Law Implemented: Fla. Stat, § 1003.436, 1003.491, 1004.91 and 1004.92

Under Revision



**Superintendent
Jackie Pons**

Nondiscrimination Contact Information

No person shall on the basis of gender, marital status, sexual orientation, race, religion, national origin, age, color or disability be denied employment, receipt of services, access to or participation in school activities or programs if qualified to receive such services, or otherwise be discriminated against or placed in a hostile environment in any educational program or activity including those receiving Federal financial assistance, except as provided by law.

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

*Dr. Kathleen L. Rodgers
Equity and Title IX Compliance Officer
(850) 487-7306 rodgersk@leonschools.net*

A student or parent alleging discrimination as it relates to Section 504 of the Rehabilitation Act may contact:

*Dr. Margot Palazesi, 504 Specialist
(850) 487-7161 palazesim@leonschools.net*