

Regular Student Progression Plan

Policy 4.15



Tallahassee, Florida

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(I) **Introduction.** 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 pupil progression. The act specifically requires that:

Each district school board shall establish a comprehensive program for pupil progression, which shall be based upon an evaluation of each pupil's performance, including how well he masters the minimum performance standards, approved by the state board. (1008.25, Florida Statutes)

The district program for pupil progression shall be based upon local goals and objectives, which are compatible with the State's plan for education. Pertinent factors considered by the teacher before recommending that a pupil progress from one grade to another shall be prescribed by the district school board in its rules. (1008.25, Florida Statutes)

Each district comprehensive program for pupil progression shall reflect an effort to identify students at each grade level in grades 9 through 12 who have attained a cumulative grade point average of 1.5 or below. The program shall further include provisions for assisting such students to achieve the 2.0 cumulative grade point average required for graduation pursuant to s. 1007.21, Florida Statutes. As part of the Florida Program for School Improvement and Accountability (formerly Blueprint 2000), the Sunshine State Standards were authorized by the State Cabinet and Education Commissioner in 1995. High school course frameworks have been redesigned to reflect these standards. The standards contain benchmarks of educational progress and these have been customized to Leon District elementary and middle school curriculum. These benchmarks are also a part of the proficiency levels mentioned in the next paragraph.

During the legislative session of 1997 several acts of legislation were passed establishing the instructional priorities for reading, writing, and math at all grade levels and specifying required retention at second or third and fourth grade if district proficiency and fourth grade FCAT state standards were not met. The primary theme in this legislation is that remediation or re-teaching is required using different instructional strategies if a student is not learning or meeting the district and state proficiency levels. Documentation for those students not achieving at district-prescribed competency levels in the form of a progress monitoring plan will be developed with parents. The progress monitoring plan may be a federally required student plan such as an Individual Education Plan (IEP), a schoolwide system of progress monitoring for all students, an individualized progress monitoring plan, or a combination of plans. (Refer to Administrative Procedure D-30.)

The 2003 Legislature enacted Section 1008.25, Florida Statutes, which changed the name of this document from pupil progression to Student Progression Plan and requires more stringent student performance for promotion and greater communication with parents regarding progress, including the publication of annual reports in the local newspaper.

(a) **Entry into Leon County Schools.**

1. A student entering the Leon County School District for preschool or Kindergarten or grades 1 through 12 or from a non-public school or out-of-state school must provide the following information:
 - a. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school, if appropriate (SBER 6A-1.0985(3)(a));
 - b. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student, if appropriate (SBER 6A-1.0985 (3)(b));
 - c. Evidence of date of birth (1003.21, Florida Statutes);
 - d. Evidence of immunization against communicable disease (1003.22, Florida Statutes);
 - e. Evidence of a medical examination (1003.22, Florida Statutes and Leon District Policy 4.101(16)).
 - f. Official documentation that the parent or guardian is a legal resident of the school district attendance area.
2. A student must be four (4) years of age or older on or before September 1 to be eligible for pre-kindergarten early intervention programs. (1003.21, Florida Statutes).
3. A student must be five (5) years of age or older on or before September 1 to be eligible for kindergarten. (1003.21, Florida Statutes).
4. Any child who will be six (6) years old on or before September 1 of the school year and who has successfully completed kindergarten shall be admitted to the first grade at any time during the school year. (1003.2, Florida Statutes).
5. Any K-1 student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the information required in the above section 1.c., d., and e. (SBER 1.0985).
6. Any K-1 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/she is transferring and meets requirements under Section 1 above 1003.21, Florida Statutes, and SBER 6A-1.0985).

7. Any student entering the public school system from outside the United States or home schooling will be placed by a combination of the following criteria; age appropriateness, previous school experience, and academic proficiency.
8. Each kindergarten student in the district will be administered the school readiness uniform screening upon entry into kindergarten. For students who enter kindergarten the first day of school, the school readiness uniform screening must be administered within the first 30 days of the school year. Children who enter public school for the first time in first grade will also be administered this screening as adopted for use in first grade by the Department of Education.
9. Grade Placement for Foreign Students. Each foreign student with educational documentation will receive a recommended grade placement after an evaluation of the student's educational records has been made. A certified translation to English of the educational documentation will be requested of the family. Adjustments to these recommended placements may be made by the school principal in accordance with relevant State Board of Education rules. A combination of age appropriateness, previous school experience, and academic proficiency (if available) will be taken into consideration when placing students. Students who do not meet regular age requirements for entering kindergarten in Florida, but who attended kindergarten in their native country must have an official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student before being admitted to kindergarten. (SBER 6A 1.0985). A foreign student without educational documentation shall be initially assigned to an elementary, middle, or senior high school based on the following criteria:
 - a. The age of the student as of September 1 of the school year shall be the official age used to determine the appropriate school level for placement.
 - b. Students will be assigned to schools according to chronological age as follows:

5 - 10 years	elementary school
11 years	elementary or middle school depending on the grade configuration of the school the student is attending
12-13	middle school
14	middle or senior high depending on the grade configuration of the school the student is attending
15 or older	senior high school
 - c. A notarized statement indicating completion of a particular grade level from the student's parent(s), guardian(s), a school official from the student's native country or from the student, if an adult, may be submitted to the principal of the receiving school.
 - d. Special care should be exercised to ensure that a student's limited English proficiency is not a factor to be considered in determining grade placement.

Ultimately, grade placement is the responsibility of the principal in cooperation with the professional staff of the school.

- (b) **Placement of Students.** The principal is responsible for the initial placement of all students new to the school in accordance with the criteria specified in section (a) above and the appropriate program section of this policy.
- (c) **Exceptional Student Education.** Students who are suspected of needing the specialized instruction services offered by the Exceptional Student Education Program will follow the approved procedures as outlined in the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students. This document outlines the referral, evaluation, staffing and placement policies of the District and has been approved by the Department of Education as the operating manual for the district. Every attempt will be made to insure that the student referred for Exceptional Student Education placement has had adequate opportunity to succeed in regular education. For students with academic learning problems, the general education interventions must include the use of a progress monitoring plan and the provision of remedial instruction for a reasonable period of time.

The programs covered in the District Policies and Procedures document are Mentally Handicapped, Speech and Language Impaired, Deaf or Hard of Hearing, Visually Impaired, Physically Impaired, Emotionally Handicapped and Severely Emotionally Disturbed, Specific Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, Autistic, Physical Therapy, Occupational Therapy, Pre-kindergarten Children with Disabilities, Pre-Kindergarten Children with Developmental Delays, and Pre-kindergarten Children with Established Conditions.

The Individual Educational Plan will specify the type of progression plan a student will follow. For students following the Regular Pupil Progression Plan, refer to Sections (1), (2), and (3) of the exceptional student progression plan. For students following the Exceptional Student Education Progression, refer to Sections (7), (8), and (9) of the exceptional student progression plan.

- (d) **Progression of Students.** Promotion and retention of students are addressed within the appropriate program section of this policy. 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. No student at any grade level may be assigned to a grade level based solely on age or other factors that would constitute social promotion. An appropriate alternative placement will be provided for a student who has been retained two or more years. The nature of the alternative placement is determined by the District.
1. Requests for good cause exemptions for students from the mandatory retention requirement must include the following: Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Documentation shall only consist of

the existing progress monitoring plan (PMP); individual educational plan (IEP), if applicable; report card; or student portfolio; and discussion between the teacher and the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

(e) **Resources and Intervention.**

1. The District shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. The District shall allocate remedial and supplemental instruction resources to students in the following priority: the first priority for resource allocation shall be to students who are deficient in reading by the end of third grade, and the second priority shall be to students who fail to meet performance levels required for promotion consistent with the District's plan for student progression required in Florida Statute 1008.25(2)(b). Added resources may be used for, but are not limited to, additional resources to reduce pupil-teacher ratios in early grades, supplemental instruction materials proven to be effective with struggling students, additional staff development opportunities that focus on assisting students and their families with literacy activities that work with students struggling to master reading skills, assistance to students who fail to meet performance levels required for promotion or graduation, and other research-based activities and materials that may support the acquisition of student learning. It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1,2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading deficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. Families will be notified of such deficiency and a progress monitoring plan using family input will be developed and implemented for each such student. Parents and guardians will be informed of strategies to use in helping their child succeed in reading proficiency. Plans will be in effect until the deficiency is remediated.
2. Specialized teacher training, materials, accommodations and support are offered to students with disabilities and to students whose native language is not English according to board-adopted plans, policies, and procedures approved by the State of Florida Department of Education as having a sufficient research base to hold promise for success with special populations.
3. Progress Monitoring Plan: The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the

school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement: A federally required student plan, such as an individual education plan; A schoolwide system of progress monitoring for all students; or An individualized progress monitoring plan. The plan chosen 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 K-12 comprehensive reading plan required by S. 1011.62(8), F.S., shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided. If upon subsequent evaluation the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

- (f) **Acceleration.** Leon County Schools also has program offerings that offer acceleration opportunities to all students. These opportunities allow for early graduation from high school under certain conditions, advanced coursework that satisfies both high school and college credit requirements, and mid-year promotion opportunities at all grade levels with sufficient documentation of academic progress.

- (g) **Communication and Progression.** The School Board shall annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics and on the student's results on each statewide assessment test. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, and district and state assessments. Progress reporting will be provided to the parent in writing in a format adopted by the School Board. The School Board will annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year: the provisions of 1008.25(8) FS relating to public school student progression and School Board Policies and Procedures on student retention and promotion; by grade, the number and percentage of all students in grades 3 through ten 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 through ten; information on the total number of students who were promoted for good cause, by each category of good cause as specified in Florida Statute; any revisions to School Board Policy on student retention and promotion from the prior year. Families of students with identified reading deficiencies will be immediately notified of this reading problem. State assessment (FCAT) scores are not the sole determiners of student promotion and serve to offer valuable information about student performance. Additional criteria (other evaluations, portfolio reviews, and assessment data) as described in each section of this

progression plan are used to determine a student's promotion from one grade to the next. Opportunities for mid-year promotion are available to qualifying students at any grade level.

- (h) **Minimum Performance Standards.** Each student who does not meet the minimum performance standards 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.
- (i) **Educational Opportunity for Dependent Children of Active Military Personnel.** It is the policy of the district to provide educational opportunity for dependent children either of whose parents was a resident of the district at the time such parent entered a branch of the United States Armed Forces. In accordance with state law and rule, the district will expedite the placement of such students including any special services to which they may be entitled. Dependent children of active-duty military personnel who otherwise meet the eligibility criteria for special academic programs, including charter schools, magnet schools, advanced studies programs, advanced placement, dual enrollment, and International Baccalaureate, will be given first preference for admission to such programs.

(1) **ELEMENTARY SCHOOL. All applicable School Board Policies, State Board of Education Rules, and Florida Statute Requirements are in effect.**

(a) **Promotion - Elementary School, K-5.** It is the principal's responsibility to determine the promotion of a student based upon information from the faculty, administrative staff, and other information which may be available. The decision will be based upon the factors outlined below.

1. Criteria for the final decision concerning promotion are:

a. **Academic Skills.** Ability to apply on-grade-level academic skill in art, language arts (reading, literature, listening, critical observation, speaking, writing and language), mathematics, music, physical education, science, health, and social studies, as indicated on the Pupil Progress Report Card and district/state assessments for the appropriate elementary grade.

b. **Minimum Competency.** Levels of minimum competency in reading, writing, mathematics and science (to include performance on district and statewide assessments), are established for each grade level (See Administrative Procedure D-26). If the student's reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on FCAT in reading for grade 3, the student must be retained (See Section 1000.25, F.S.). Students who fail to achieve these levels will have a progress monitoring plan, which specifies the provision of remediation for individually diagnosed deficiencies. If reading is a deficient area, the plan must also identify the specific areas of remediation, the desired levels of performance, and the strategies and services that will be used to meet the performance levels. Students who do not meet these competency levels as specified in Administrative Procedure D-26 will be retained. Also refer to Promotion for Good Cause, (1) (d) 4.

2. **Special Considerations.** New Students to Leon County. Promotion and/or retention will be made by the principal based on the best available information, such as records, report card, diagnostic assessments, or an official letter from the previous school attended.

(b) **Required Program of Studies - Elementary School, K-5.**

The following areas of study are required at each grade level:

Art

Language Arts (reading, literature, listening, critical observation, speaking, writing and language)

Mathematics

Music

Physical Education

Science

Comprehensive Health Education to include Human Growth and Development and Alcohol and Substance Abuse Prevention
Social Studies

The areas of study above may be modified to meet an individual student's academic needs.

Areas of Study which are not course specific, but are supported by state statute will be integrated into curriculum: multi-cultural education, Holocaust education, technology, patriotism, critical thinking skills, and character education. The areas of study may be modified to meet an individual student's academic needs.

- (c) **Statewide Assessment Tests.** Each student must participate in statewide assessment tests except as otherwise prescribed by the Commissioner of Education. Each student who does not meet specific levels of performance in reading, writing, mathematics or science will be provided with additional district-adopted diagnostic assessments to determine the nature of the student's difficulty and academic needs.
- (d) **Alternative to Normal Progression - Elementary School, K-5.** While it is expected that the majority of elementary students can make satisfactory progress in a normal period of time, six years (K-5), some individuals will require more or less time to develop their educational potential. Therefore, the following alternatives to normal progress are available to meet student needs.

1. Acceleration

- a. Accelerated promotion is designed for a student with exceptionally high achievement who possesses physical and social/emotional maturity such that he/she may benefit from assignment to the next higher grade level than from the one to which the student would normally be assigned.
- b. An elementary student may be granted an accelerated promotion from an elementary to a middle school. Grade level and course placement at the middle school will be the responsibility of the middle school.
- c. It will be the principal's responsibility to make a recommendation of acceleration to the Superintendent or his/her designee, who will make the final decision.

2. Remediation

- a. Summer School/Intersession/Extended time (if offered). Extended time refers to remediation that may be offered through programs that occur beyond the school day. A student who has not met district requirements during the normal 180-day school term may be provided an opportunity to complete these requirements in summer school. The principal will review

individual students' results and determine eligibility for summer school. The decision on promotion, retention or placement for cause would then be made at the end of the summer program (if offered). LEP Students in grades K-5 are entitled to summer programs and supplemental instruction as described in the district plan.

- b. Intersession (if offered). A student attending a year-round school may attend intersession for the purpose of remediation. The decision on promotion and retention or placement for cause will be determined at the end of the regular school year. LEP students in grades K-5 are entitled to intersession programs and supplemental instruction as described in the district plan.

3. Retention

- a. A student who does not meet district promotion criteria (see Section (1) (a) 1) will be retained. See Administrative Procedure D-26 for mandatory retention criteria based upon minimum competency. Also refer to Promotion for Good Cause, (1) (d) 4.
- b. A student following the special pupil progression as prescribed by the Individual Educational Plan (IEP) may be retained based on the procedures outlined in the Exceptional Student Education Section (see Section (7) Special Pupil Progression Elementary School.)
- c. Limited English Proficient students. A student classified as Limited English Proficient (LEP) may not be retained due to the student's lack of English proficiency. Retention for reasons other than the above must be brought to the LEP Committee of the student's school and must be documented on the LEP Committee Form. The parents must be invited to attend this meeting at which retention is being discussed.
- d. When retention is necessary, a parent conference will be held. If parent contact is impossible, written documentation of the attempt(s) must be on file at the school.
- e. 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.

4. Promotion for Good Cause

- a. A student who has not met promotion criteria for his/her grade level by the end of the school year/summer program may be recommended for Promotion for Good Cause in the next-higher grade level. (See Administrative Procedure D-30). It is the responsibility of the principal to make a

recommendation of Promotion for Good Cause to the next higher grade to the Superintendent or his/her designee. The recommended placement must be approved by the Superintendent or his/her designee. Documentation of this placement will be indicated on the Pupil Progress Report Card.

- b. In all cases of Promotion for Good Cause, the parent(s) guardian(s) shall be notified formally, in writing, that their child is being placed for cause in the next higher grade.
- c. Mid-year promotion opportunities are available for students who satisfy promotion criteria after the beginning of the regular school year with appropriate documentation. A district-approved standardized assessment or a portfolio score must be used to document that minimum competency has been achieved in reading and/or mathematics before a mid-year promotion can be recommended by the principal. No student may be placed/promoted to the next grade level during the academic year unless approved by the Superintendent or his/her designee.
- d. Mid-year promotion opportunities may be available to present third grade students who were retained due to a reading deficiency in third grade the previous year. Such promotions of retained third grade students may only occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he/she is a successful and independent reader, as demonstrated by reading at or above the third grade level; has progressed sufficiently to master appropriate fourth grade reading skills; and has met any additional requirements, to include the achievement of levels of minimum competency in areas other than reading for the third grade level during the previous school year as defined by Administrative Procedure D-26. Eligibility will be determined through the use of a district-approved standardized assessment documenting a score at or above third grade in reading comprehension, as evidenced by a standard score or percentile consistent with the month of promotion to fourth grade, or by a portfolio documenting that minimum competency has been achieved in reading and/or mathematics. To promote a student mid-year using a portfolio, there must be evidence of the student's mastery of the third grade Sunshine State Standard Benchmarks for Language Arts and mastery of the Benchmarks assessed by the grade three Reading FCAT and beginning mastery of the Language Arts Benchmarks for fourth grade and the fourth grade benchmarks assessed by the grade four reading FCAT. A portfolio used as the basis for mid-year promotion must be signed by the teacher and the principal as verification that the portfolio meets the standards as required by Rule 6A-1-1.094221, FAC. and is an accurate assessment of the required reading skills. No student may be placed/promoted to the next grade level during the academic year unless recommended by the principal and approved by the Superintendent or his/her designee.

5. Reading Proficiency of K-3 students
 - a. The reading ability of each K-3 student will be regularly assessed using district-approved assessment instruments. Students exhibiting a reading deficiency as a result of such assessments will receive intensive reading instruction until the deficiency is corrected.
 - b. Parents will be immediately notified of the student's deficiency with a description understandable to the parent.
 - c. A detailed progress monitoring plan will be developed and implemented for each such student with parental consultation and opportunity for input. The parent shall be informed that the student will be given intensive reading instruction until the deficiency is corrected.

6. Reading Enhancement and Acceleration Development Initiative for K-3 students
 - a. The Reading Enhancement and Acceleration Development (READ) Initiative is designed to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion and to each K-3 student who is assessed as exhibiting a reading deficiency.
 - b. Within the regular school day, K-3 students exhibiting reading deficiencies will receive additional skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension using scientifically based reading curricula adopted by the district for both initial instruction and immediate intensive intervention. Assessments used to screen, diagnose, and monitor progress are those described as valid and reliable by the Florida Department of Education, Just Read Florida Office.
 - c. Students retained under the provisions of S. 1008.25(5)(b), F.S., must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer reading camp, 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.
 - d. Third grade students who failed to meet standards for promotion one time will receive intensive reading instruction in a 90 minute block of uninterrupted instructional time following the guidelines adopted by Reading First schools. A review of the student's progress monitoring plan will be done to determine any additional support or services needed. Based upon strategies in the student's progress monitoring plan, additional time during the day will also be delineated by school personnel for intervention and assistance from trained personnel using research-based materials. Students will be provided

on-grade level work for subject areas that are not at risk as appropriate in anticipation of potential mid-year promotion. Retained students will receive instruction from a high performing teacher as delineated in s. 1008.25, F.S. Teachers will keep an on-going portfolio that meets the state portfolio requirement of each of these students' work toward reading on grade level. Summer reading camp attendance will be open for these students. Parents will be notified in writing of the reasons why the student has been retained and proposed interventions and supports available. This notification can be a part of the progress monitoring plan process. Parents will also be notified that students are receiving at least one of the following instructional options: 1) supplemental tutoring in addition to the regular reading block which may also occur either before or after school, 2) a "Read at Home" plan outlined in a parental contract including their participation in "Families Building Better Readers Workshops" sponsored by the Florida Department of Education and regular parent-guided home reading activities, and/or a mentor or tutor with specialized reading training. Options offered are those designated by the school site administrators and may vary from site to site.

- e. Third grade students who failed to meet standards for promotion for a second time will have access to the services listed previously and the opportunity to participate in an intensive acceleration class for retained third grade students. The focus of this class is to raise the student's reading level at least two grade levels in one school year and provide opportunities to master the grade 4 Sunshine State Standards in other core subject areas. Students will have a reduced teacher-student ratio; spend the majority of student contact time each day on intensive reading instruction that incorporates grade 4 benchmarks in other core areas, use a scientifically research-based program, receive intensive language and vocabulary instruction using the expertise of a speech language therapist, and have weekly progress monitoring measures to gauge student progress. Transitional instructional settings will be offered on an as needed basis for identified retained third grade students based on the number of students needing such services in a given school year. Such services may not always be offered at the students' zoned school site.

7. Physical Education Program.

The physical education program is designed to stress physical fitness and encourage healthy, active lifestyles. The physical education 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 students. Instruction shall be aligned with the Sunshine State Standards and shall include instruction to improve motor skills, promote positive social skill development and encourage cognitive as well as physical development. Participation in physical activity shall be required for all students in kindergarten through grade five for a minimum of ninety minutes a week.

8. Home Education Program. Parents may enroll their children in a Home Education Program. A student entering or re-entering Leon County Schools from a Home Education Program will follow the same enrollment procedures as required in (I) (a) 7, Student Progression Plan.

(e) **Grading - Elementary School, K-5.**

1. At Grades Kindergarten and First:

Achievement refers to student achievement of the Sunshine State Standards benchmarks for the assigned grade level. There are two methods used to communicate a student's academic progress with parents. Parent conferences are held the first nine weeks. Pupil Progress Report Cards are sent home at the end of each nine week grading period.

On grade-level: The codes "E", "S" and "N" will be used for students working on grade level.

E - Student consistently demonstrates a high level of understanding of the skills/concepts/processes outlined by the grade-level benchmarks. He/she "extends and applies" what is learned in many ways.

S - Student is progressing satisfactorily on the skills/concepts/processes outlined by the grade-level benchmarks.

N - Student "needs more time and experiences" in order to achieve an understanding of the skills/concepts/processes outlined by the grade-level benchmarks.

2. At Grades Two through Five:

Report card grades are based on evaluation of academic achievement and timely completion of academic requirements. Achievement refers to student achievement of the Sunshine State Standards benchmarks for the assigned grade level.

On-Grade-Level Work

Student achievement grades will reflect the student's achievement as outlined by the grade-level benchmarks. Progress made on the benchmarks is a direct indicator of student achievement.

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 acceptable 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.

Note: 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. Reminder: Core benchmarks are considered essential in determining a student's promotion to the next grade. (See Administrative Procedure D-26). 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 student achievement grade.

3. At Kindergarten through Fifth:

For students who are receiving instruction below grade level, the following codes are used to represent below grade level progress.

Below grade level work:

GP - Student is demonstrating good progress but is still working below grade level.

SP - Student is demonstrating some progress and is working below grade level.

NP - Student is not demonstrating progress and continues to work below grade level.

Effort Participation Codes:

The codes for effort/participation are 3, 2, or 1.

3 = Indicates consistent effort/participation on a daily basis.

2 = Indicates inconsistent effort/participation on a daily basis.

1 = Indicates minimal effort/participation.

Performance Codes:

These codes address 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.

4. Progress Alert

Parents of students in grades K-5 shall receive a progress alert if there are concerns about the student's social/academic/developmental progress. Notification shall be documented by the classroom teacher.

If a student in grades K-5 is in danger of receiving an "N," "D," "F," or below grade level code at the end of the fifth week of the marking period, a progress alert must be sent home. Progress alerts should be sent home no later than the last day of the sixth week.

A student who was progressing successfully at the end of the fifth week and falls below an acceptable level later may receive an "N", "D", "F" or a below grade level code even if the parent was not contacted.

The failure to advise the parent of the student's academic progress shall not be grounds for modifying a student's grade(s).

5. Conferences

Conferences regarding individual student achievement will be held with parents/guardians during the first nine-weeks for K-1 and the first semester of school for all 2-5 students.

A third-nine-week conference (weeks 24-28) will be held for all K-5 students not meeting minimum proficiency levels.

6. Teachers are required to provide their grading/assessment criteria in written form to the principal, students and parents within two weeks after classes begin. No grade will be assigned without a plan approved by the principal.

(f) **Student Placement - Elementary School, K-5.** The principal is responsible for the initial placement of all students.

1. Entry requirements, as specified in Introduction (a) of this policy, must be met.
2. Grade placement of a student coming from any other school including home education shall be made on the basis of report cards, transfer data or transcripts subject to validation/interpretation as deemed necessary.
3. If, after a reasonable length of time, it is the principal's professional judgment that the new student has been inappropriately placed in a grade, the student may be placed in another grade. The reasons for the placement should be documented and placed in the student's cumulative folder along with written notification to the parent(s).

(g) **Records and Reports - Elementary School, K-5.**

1. Student Records. A record of all promotions, retentions, placement for cause, or other types of special placement is considered Category "A" information and shall be recorded in the student's cumulative record according to the procedures specified by the Leon District Schools' Education Records Policy (SB Rules 8.03).
2. Reporting to Parents. Student performance and progress shall be reported to parents through the Pupil Progress Report Card, conferences, progress alerts and State and District assessments. Teachers will often initiate conferences, and, at their request, parents shall be provided the opportunity for a conference with school personnel.

(h) **Monitoring Process - Elementary School, K-5.** It shall be the principal's responsibility to monitor his/her school's compliance with the Student Progression Plan. The Superintendent shall establish procedures and guidelines for district-wide monitoring of compliance with provisions of the policy.

(i) **Appeal Process - Elementary School, K-5.** A decision on a student's placement or progression may be appealed in accordance with the Student Grievance Procedure specified in Policy 7.10.

2) **MIDDLE SCHOOL. All applicable School Board Policies, State Board of Education Rules and Florida Statute Requirements are in effect.**

(a) **Promotion - Middle School, 6-8.** A student shall be promoted when he/she meets the following criteria:

1. A sixth grade student must have a final passing grade in 5 out of 6 courses, three of which must be in the areas of English, Mathematics, Science, or Social Studies, to be promoted to the seventh grade. A seventh grade student must have a final passing grade in 5 out of 6 courses, three of which must be in the areas of English, Mathematics, Science, or Social Studies, and have a final passing grade in all core academic courses failed in the sixth grade to be promoted to the eighth grade. An eighth grade student must have a final passing grade in 3 English, 3 Mathematics, 3 Science, 3 Social Studies, and 1 Career and Educational Planning course to be promoted to the ninth grade. A student shall not be enrolled in a middle school core academic course previously passed. Minimum competency criteria, including minimum scores on state and district wide assessments, are also considered (see Administrative Procedure D-26).
 - a. A course may be composed of various subjects.
 - b. The student must have a final passing grade (D or better) in a course or combination of short-term courses in order to be given credit for promotion purposes. A student must earn four or more grade points in a year, at least one of which must be earned during the second semester. (See Grading, Section (2) (e), for computation of grades.)
 - c. **Minimum Competency.** Levels of minimum competency in reading, writing, mathematics and science (to include performance on district and statewide assessments), are established for each grade level (Administrative Procedure D-26). Students who fail to achieve these levels will have a progress monitoring plan, which specifies the provision of remediation for individually diagnosed deficiencies. If reading is a deficient area, the plan must also identify the specific areas of remediation, the desired levels of performance, and the strategies and services that will be used to meet the performance levels. Students that do not meet these competency levels as specified in Administrative Procedure D-26, will be retained. Also refer to Promotion for Good Cause, (1) (d) 3.
 - d. **Mid-Year Promotion.** Mid-year promotion can occur when a student satisfies promotion requirements. A district-approved alternative assessment or portfolio score must be used to document that minimum competency has been achieved in reading and/or mathematics before a mid-year promotion can be recommended by the principal. No student

may be placed/promoted to the next grade level during the academic year unless approved by the Superintendent or his/her designee.

- e. Accommodations. Students with disabilities, and students eligible under section 504, alternative education, or a student with an active progress monitoring plan, may be provided accommodations to allow access to basic or vocational courses. Accommodations may include any of the following:
 - (i) The instructional time may be increased or decreased.
 - (ii) Instructional methodology may be varied.
 - (iii) Special communications systems may be used by the teacher or the student.
 - (iv) Classroom, District and State test administration procedures and other evaluation procedures may be adapted to accommodate the student's disability in accordance with federal and state guidelines and as specified by test publishers. Accommodations made to District and State test administration procedures should be specified on the student's Individual Education Plan.

- f. Limited English Proficient Modifications. Courses must be modified to provide a limited English proficient student comprehensible instruction and therefore, access to a standard diploma. Modifications shall not include modifications to the Course Performance Standards or Sunshine State Standards. Accommodations/Modifications may include any of the following:
 - (i) Instructional methodology must be varied and documented.
 - (ii) Classroom, District, and State test administration procedures and other evaluation procedures may be used to accommodate the student's limited English proficiency. Modifications for District and State required tests will be specified on the Modifications and Exemptions page of the LEP Student Plan and may include: flexible time, flexible scheduling, flexible setting, and use of a translation dictionary.

2. Leon County Schools Standards and Benchmarks

The District-prescribed course performance will include State Board Approved Sunshine State Standards embedded within appropriate courses. The principal or designee will monitor each teacher's instruction, assessment, and documentation of these standards for each student.

3. Special Considerations.

- a. New Students to Leon County. Promotion and/or retention will be made by the principal based on the best available information, such as records, report card, or an official letter from the previous school attended. Exceptional students on special pupil progression must follow the procedures outlined in the exceptional student progression plan, Section (8).
- b. Alternative Education Programs. Students enrolled in a school board approved alternative education program will adhere to the promotion/retention and/or grade placement requirements outlined above for the majority population.

(b) **Required Program of Studies - Middle School, 6-8.** The following areas of study are minimum requirements in grades 6-8:

English/Language Arts/Reading	3 years
Mathematics	3 years
Science	3 years
Social Studies	
Physical Education	
Comprehensive Health Education	
Electives	

- 1. Beginning with students entering grade 6 in 2006-2007, the following areas of study are minimum requirements in grades 6-8 to be promoted to high school:
 - a. English: Three (3) year-long middle school or higher courses in English that emphasize literature, composition, and technical text.
 - b. Mathematics: Three (3) year-long middle school or higher courses in mathematics.
 - c. Science: Three (3) year-long middle school or higher courses in Science
 - d. Studies: Three (3) year-long courses in social studies, of which at least one semester must include the study of state and federal government and civics education.
 - e. Career and Education Planning: One semester-long course incorporating career and education planning to be completed in 7th or 8th grade.

2. Areas of study, which are not course specific, but supported by the State Statute will be integrated into curriculum. Middle schools will offer a rigorous reading curriculum aligned to the requirements in s. 1003.415, Florida Statutes.
 3. For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by S. 1011.62(8), F.S.
 4. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.
 5. Students in grade 6, 7, or 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.
 6. An exceptional student or students with disabilities as cited in 504/ADA, or a student with an active progress monitoring plan may be exempt from the required program of studies or provided course accommodations as addressed in their Individual Education Plan, Accommodation Plan, or progress monitoring plan , respectively.
 7. A non-English proficient student may be exempted from electives for a specified length of time, not to exceed one semester, if it is decided by the school's LEP Committee that the student would benefit from additional English instruction. Parent permission must be obtained for this exemption in writing
- (c) **Statewide Assessment Tests.** Each student must participate in statewide assessment tests except as otherwise prescribed by the Commissioner of Education. Each student who does not meet specific levels of performance in reading, writing, mathematics or science will be provided with additional district-adopted diagnostic assessments to determine the nature of the student's difficulty and academic needs.
- (d) **Progression Alternatives - Middle School, 6-8.** While it is expected that the majority of middle school students can make satisfactory progress in a normal period of time, three years (6-8), some individuals will require more or less time than this to develop their educational potential. Therefore, the following alternatives to normal progression are available to meet student needs.
1. Acceleration. Accelerated promotion is designed for students with exceptionally high achievement, who possess physical and social/emotional maturity such that they may benefit more from assignment to the next higher grade level than the one to which the students would normally be assigned.

- a. Accelerated promotion for a student shall be recommended by a member of the faculty or a parent to the principal.
- b. The recommendation shall include all factors of a student's academic, physical and social/emotional growth.
- c. A middle school student may be granted an accelerated promotion from middle school to high school at the semester only. Grade level and course placement at the high school will be the responsibility of the high school.
- d. It will be the principal's responsibility to make a recommendation of acceleration or non-acceleration to the Superintendent or his/her designee.
- e. The decision and the reasons for accelerated placement should be documented and included in the student's cumulative folder by the school initiating the placement. The parents should be notified in writing of the decision.

2. Retention

- a. After careful review of promotion requirements, a student who does not meet district promotion criteria or minimum competency criteria after remediation may be retained or may be provided an opportunity to complete these requirements in summer school if offered. (See Section (2) (d) 4.).
- b. Students who do not satisfactorily achieve district requirements by the end of the summer school (if offered) program shall be retained. During the next school year, they will be provided programs and activities designed to remediate deficiencies.
- c. A student classified as limited English proficient may not be retained due to the student's lack of English proficiency. Retention for reasons other than the above must be brought to the LEP Committee of the student's school and must be documented on the LEP Committee Form. The parents must be invited to attend this meeting at which retention is being discussed.

3. Promotion for Good Cause

- a. A student who has not met promotion criteria for his/her grade level by the end of the school year/summer program may be recommended for Promotion for Good Cause in the next higher grade level (see Administrative Procedure D-30). It is the responsibility of the principal to make a recommendation of Promotion for Good Cause to the next higher grade to the Superintendent or his/her designee. The recommended placement must be approved by the Superintendent or his/her designee.

In all cases of Promotion for Good Cause, the parent(s)/guardian(s) shall be notified formally, in writing, that their child is being placed for cause in the next higher grade.

- b. No student may be placed/promoted to the next grade level during the academic year unless approved by the Superintendent or his/her designee.
4. Summer School (if offered). If a student has not met promotion criteria by the end of the regular school year the student may be provided an opportunity to complete these requirements in summer school. The report card of the student who has not met promotion criteria should be marked retained pending successful completion of summer school. The decision should be made by the principal or his/her designee at the end of summer school whether the student is retained, promoted, or recommended for Promotion for Good Cause or promoted.

The principal will review individual student's results and determine eligibility for summer school/intersession. The principal's prior permission is required for enrollment in all summer/intersession programs.

Students who meet program requirements in English for Speakers of Other Languages (ESOL) and are in need of such additional instruction are eligible for summer school/intersession enrollment and supplemental instruction as described in the district plan.

5. Physical Education Program. The physical education program is designed to stress physical fitness and encourage healthy, active lifestyles. The physical education 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 students. Instruction shall be aligned with the Sunshine State Standards and shall include instruction to improve motor skills, promote positive social skill development and encourage cognitive as well as physical development. Activities promoting physical education shall be regularly scheduled for students in grades six through eight, and may be provided through formal physical education courses, regular scheduled intramural activities, and/or regularly scheduled school-wide activities.
6. Home Education. Parents may enroll their child/children in a Home Education Program. A student entering or re-entering Leon County Schools from a Home Education Program will follow the same enrollment procedures as required in (I) (a) 7, Student Progression Plan.
7. High School Credit Courses in Middle Schools. When a sufficient number of middle school students have successfully completed the final available middle school course of a subject area and have met the requirements for entrance to a high school course, the middle school principal at the site may determine that

such a course will be taught with the approval of the Superintendent or Superintendent's designee. Such students are to be classified as ninth graders for that portion of the school day for which they are enrolled in the 9-12 courses.

- a. High school credit in middle school will be awarded for Algebra IA, Algebra IB, Algebra I, and Algebra I (Honors), Geometry and Geometry (Honors), and foreign languages. Other high school credits, including those offered through a virtual high school, may be offered based on an annual agreement among the principals and approved by the Executive Director and the Superintendent's leadership team prior to the course offerings being made for the following school year.
 - b. Students will be screened to determine readiness for Algebra in middle school using an appropriate assessment and district-set criteria.
 - c. Students' performance in Algebra, Geometry, and foreign languages in middle school must meet district-set criteria in order to receive high school credit on the final report card.
 - d. Special consideration: students participating in magnet programs may be awarded high school credit in middle schools for Algebra, Geometry, foreign language, inquiry skills or other courses deemed appropriate using the process described in (2) 6 a above.
 - e. High school credit courses will apply to the student's promotion requirements in middle school.
8. 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 to enroll in the next sequential course of the subject at the high school campus.
- a. High school credit courses will be applied to the student's promotion requirements in middle school.
 - b. To receive high school credit for the dual-enrollment course, the student must be classified as a ninth grader during that portion of the school day for which he/she is enrolled in the high school course.
 - c. The principal of both the middle school and the high school must agree to the placement.
 - d. The student will generate FTE funding for each respective school for the amount of time spent in class in that school.

9. Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.

(e) Grading - Middle School, 6-8

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

Letter	Meaning	Point Value	Percent Value
A	Outstanding	4	90-100
B	Above Average	3	80-89
C	Average	2	70-79
D	Below Average	1	60-69
F	Failure	0	0-59
I	Incomplete		
P	Passing		
N	No grade		
O	4	Outstanding Conduct	
S	3	Satisfactory Conduct	
N	2	Conduct Needs Improvement	
U	1	Unsatisfactory Conduct	

2. An end-of-course grade for each course will be computed by adding the numerical value of the available grades and dividing by 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:

3.50 - 4.00 = A
2.50 - 3.49 = B
1.50 - 2.49 = C
0.75 - 1.49 = D
0.00 - 0.74 = F
No Points = I
No Points = P
No Points = N

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

3. The end-of-course grade will be recorded on the student's record. A student must receive at least a final grade of D to receive credit for a course for promotion purposes.
4. No plus or minus signs shall be attached to the letter grades.
5. Grades for each marking period will be designated either advanced or regular. If the level has changed during the semester, the most recent level assigned should be listed on the student's cumulative folder.
6. All students will receive an interim progress report during the mid-point of the nine-week grading period. Such notice 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/guardians.

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(s).

7. 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.
8. 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.
9. Honor Roll Criteria.

All "A" Honor Roll - 4.0 grade point average.

Honor Roll. 3.0 grade average or better with only one grade of C permitted and no grade of D or F.

Citizenship Honor Roll. No 2's (Needs to Improve) or 1's (Unsatisfactory in Citizenship).

NOTE: Citizenship grades do not affect eligibility for the grading honor rolls and vice versa.

- (f) **Student Placement - Middle School, 6-8.** The Principal is responsible for the initial placement of all students new to the school.

1. Entry requirements, as specified in Introduction (a) of this policy, must be met.

2. Grade placement of students coming from other schools including home education shall be made on the basis of report cards, transfer data or transcripts subject to validation/interpretation if deemed necessary.
 - a. If none of these data is available, the student shall be placed in the grade indicated by the parent for a probationary period pending receipt of substantiating data from the previous school attended.
 - b. If, after a reasonable amount of time and effort, substantiating data from the previous school attended are not received, the student's competency in the basic skills or other appropriate areas shall be evaluated by the principal or his/her designee. The student shall then be placed at an appropriate level.
 - c. If the transfer of a student within the District involves acceleration, retention, or other unusual circumstances, the sending school shall confer with the parents and other involved parties to determine the most appropriate placement for the student. The placement decision and any substantiating information should be forwarded to the receiving school.
 - d. If, after a reasonable length of time, it is the principal's professional judgment that the new student has been inappropriately assigned in a grade, the student may be placed in another grade after written parental notification. The reasons for the placement should be documented and placed in the student's cumulative folder along with the copy of the parent's notification.

(g) Records and Reports - Middle School, 6-8

1. Student Records. A record of all promotions, retentions, placements for cause, or other types of special placement is considered category "A" information and shall be recorded in the student's educational record according to the procedures specified by the Leon District Schools' Education Records Policy.
2. Reporting to Parents. Student performance and progress shall be reported to parents through periodic report cards, interim progress reports, and standardized assessments. At their request, parents shall be provided the opportunity for a conference with school officials.

If during the second semester, it becomes evident that a student is in danger of being retained, an effort shall be made to notify the parent. Written notification of the possible retention must be sent home and documented. Parents will be afforded the opportunity for a parent-teacher conference at any time upon their request. Retention shall not occur without notification, unless approved by the Superintendent or his/her designee.

- (h) Monitoring Process - Middle School, 6-8.** It shall be the principal's responsibility to monitor his/her school's compliance with the Student Progression Plan. The

Superintendent shall establish procedures and guidelines for district-wide monitoring of compliance with provisions of this policy.

- (i) **Appeal Process.** A decision on a student's placement or progression, normally made by the principal, may be appealed in accordance with the Student Grievance Procedure specified in Policy 7.10.

(3) **HIGH SCHOOL. All Applicable School Board Policies, State Board of Education Rules, and Florida Statute Requirements are in effect.**

Refer to the Leon County Educational Programs and Graduation Requirements catalogue for additional information.

(a) **Promotion/Grade Classification - High School, 9-12.**

1. To be classified as a high school FRESHMAN, a student must have been assigned to the ninth grade by his/her middle school principal.
2. To be classified as a SOPHOMORE, a student must have earned five (5) credits and must have earned a cumulative grade point average of 1.0 on an unweighted 4.0 scale on the credits being submitted for promotion.
3. To be classified as a JUNIOR, a student must have earned a total of ten (10) credits, and must have earned a cumulative grade point average of 1.50 on an unweighted 4.0 scale.
4. To be classified as a SENIOR, a student must have earned a total of seventeen (17) credits, and must have earned a cumulative grade point average of 2.0 on an unweighted 4.0 scale.
5. 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 at least:
 - Sophomore: 7 credits and 1.25 GPA
 - Junior: 13 credits and 1.75 GPA
 - Senior: 20.5 credits and 2.0 GPA

(b) **Graduation Requirements - High School, 9-12.** A student, upon having received instruction in a designated course of study for a minimum of 135 hours for a one-credit class and upon receiving passing grades (according to written grading standards including mastery of District's approved course performance standards and the State Board Approved Sunshine State Standards) shall be granted credit for such course(s). 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. Upon meeting the District requirements the student shall be recommended by the teacher(s) and approved for graduation by the principal or program administrator.

1. High School Diploma Requirements, Grades 9-12.

- a. Students follow the graduation requirements in place at the time they enter grade 9 unless otherwise designated by state statute. Students may select one of the following -three high school graduation options.
 - i) a four-year, 24-credit standard program (Sections 1003.429(1)(a) and 1003.43, Florida Statutes)
 - ii) a three-year, 18-credit standard college preparatory program (Section 1003.429(1)(b), Florida Statutes) At least 6 of the 18 credits required for completion of this program must be received in classes that are dual enrollment, advanced placement, International Baccalaureate, Advanced International Certificate of Education, specifically listed or identified by the Department of education as rigorous pursuant to s. 1009.531(3), Florida Statutes, or weighted by the district school board for class ranking purposes.
 - iii) a three-year, 18-credit career preparatory program: Three credits in a single vocational or career education program, three credits in career and technical certificate dual enrollment courses, or five credits in vocational or career education courses; two credits in electives; and other requirements in section c below.

Students who enter grade 9 in the 2006-2007 school year and thereafter may select one of the following three high school graduation options:

(iv) a four-year, 24-credit standard program pursuant to s. 1003.43;

(v) a three-year, 18-credit standard college preparatory program: At least 6 of the 18 credits required for completion of this program must be received in classes that are offered pursuant to the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous pursuant to s. 1009.531(3). The 18 credits required for completion of this program shall be primary requirements and shall be distributed as follows: Four credits in English, three credits in mathematics, three credits in natural science, and three credits in social sciences as specified in 3 (b) c below; Two credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and; Three credits in electives

(vi) a three-year, 18-credit career preparatory program: The 18 credits shall be primary requirements and shall be distributed as follows: Four credits in English, three credits in mathematics, three credits in natural science, and three credits in social sciences as specified in 3 (b) c below; Three credits in a single vocational or career education program, three credits in career and technical certificate dual enrollment courses, or five credits in vocational or

career education courses; and Two credits in electives unless five credits are earned.

LCS recommends the 24 credit option as providing the best opportunity for students to take full advantage of the wide range of educational experiences offered by the district's secondary schools. Refer to the *Leon County Educational Programs and Graduation Requirements* Catalogue for all requirements.

- b. Students transferring into the district in the second semester of their senior year: Students who do not complete the entire final semester as a full time student in residence at the school in which credits toward their graduation are earned will receive a Leon County Schools District diploma rather than a diploma from a specific high school. To participate in a school graduation ceremony, a student must have earned all of the required credits and have met all other requirements by the date established to determine graduation eligibility.
- c. The 24 credits required for graduation may be earned through applied, integrated, and combined courses approved by the Department of Education and must include:
 - i. **English/Language Arts.** Four credits. English I, II and III are required. Advanced placement or dual enrollment courses may be used to satisfy the English III requirement. For Limited English Proficient Students, English I–IV through ESOL may be substituted for the English I, II, III, and/or IV requirement. The fourth credit of English must come from the list of approved electives found in the *Leon County Educational Programs and Graduation Requirements* Catalogue. For students entering the ninth grade in the 2007-2008 school year, the credits required for graduation include four (4) credits in English, with major concentration in composition, reading for information, and literature.
 - ii. **Mathematics.** Three (3) credits. Beginning with students entering the ninth grade in the 1997-1998 school year Algebra I, a series of courses equivalent to Algebra I, or a higher level course, shall be a requirement for graduation. For students entering the ninth grade in the 2007-2008 school year, four (4) credits in mathematics are required for graduation, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course
 - iii. **Physical Education.** One (1) credit. One semester of Personal Fitness (.5 credit) and one semester of an approved Physical Education course (.5 credit) are required. (See approved list of courses.) Students electing the three-year, 18 credit graduation options do not have to meet this requirement, and may use the courses listed as elective credit.

For students entering the ninth grade in the 2007-2008 school year, one (1) credit in physical education to include integration of health is required for graduation.

- (i) Students may satisfy this requirement by completing two (2) full seasons of an FHSAA sanctioned sport and by earning a “C” or better on the Personal Fitness Competency Exam. Students who satisfy the physical education requirement using this method will not be awarded a high school credit. They must complete an additional elective credit to satisfy the 24 credits required by the state for graduation.
- (ii) Completion of one semester with a grade of "C" or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer Training Corps (R.O.T.C.) class a significant component of which is drills shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual educational plan (IEP) or 504 plan.
- iii. **Science.** Three (3) credits, two of which must have a laboratory component. Biology I is required. Three credits of aerospace science studies or Naval Science may substitute on a curriculum equivalency basis one JROTC credit for one general science credit to be applied toward the science requirement.
- iv. **Social Studies.** Three (3) credits. American History (1), World History (1), American Government (1/2), and Economics or Comparative Economic Systems (1/2) are required.
- v. **Fine Arts/Practical Arts.** One (1) credit. One (1) credit in practical arts career and technical education or exploratory career and technical education may be taken; or one credit (1) in fine arts to be selected from music, dance, drama, painting, sculpture or speech and debate may be taken; or one-half (1/2) credit each in practical arts career and technical education and fine arts may be taken to satisfy this requirement. Upon completion of all the courses in a JROTC Program, students may substitute one credit to satisfy the practical arts credit. Students electing the three-year, 18 credit graduation options do not have to meet this requirement. For students entering the ninth grade in the 2007-2008 school year, one (1) credit in fine arts is required for graduation.
- vii. **Life Management.** One-half (.5) credit. This course contains a minimum of five hours of instruction in health education and alcohol

and substance abuse prevention. Students may substitute on a curriculum equivalency basis one of the JROTC credits for one-half (1/2) credit of Health I-Life Management Skills (0900300) to satisfy the Life Management requirement for graduation upon completion of Army JROTC Leadership Education and Training Courses I and II (180300 and 18001310), Marine Corps JROTC Leadership Education Courses I and II (1803300 and 1803310), Air Force JROTC Courses I and II (1800400 and 1800410), and Navy JROTC Courses I and II (1802300 and 1802310). Students electing the three-year, 18 credit graduation options do not have to meet the Life Management Skills requirement. For students entering the ninth grade in the 2007-2008 school year, there is no Life Management requirement.

- viii. **Foreign Language.** Foreign language credits are not required for general high school graduation but are required for admission into a state university. Students electing the three-year, 18 credit college preparatory graduation option must earn 2 credits or demonstrate proficiency in the same foreign language. If the student demonstrates competency in another language without taking the required courses, the student may replace the language requirements with two credits in other academic courses.
- ix. **Electives.** As required to complete graduation credit requirements. The four-year, 24-credit graduation option requires 8 ½ elective credits. The three-year, 18-credit college preparatory graduation option requires 3 elective credits

For students entering the ninth grade in the 2007-2008 school year, eight (8) credits in majors, minors, or electives are required for graduation:

1. Four (4) credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan. Students may revise major areas of interest each year as part of annual course registration processes and should update their education plan to reflect such revisions.
2. Four (4) credits in elective courses selected by the student as part of the education plan. These credits may be combined to allow for a second major area of interest, a minor area of interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses. Elective courses are selected by the student in order to pursue a complete education program as described in S. 1001.41(3), F.S., and to meet eligibility requirements for scholarships. For each year in which a student scores at Level I on FCAT Reading, the student must be enrolled in and complete an

intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department 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 the comprehensive reading plan required by S. 1011.62(8), F.S. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory. Credit recovery courses shall be offered so that students can simultaneously earn an elective credit and the recovered credit.

- x. **Career Program Substitutions.** A student in grades 9 through 12 who enrolls in certain career programs may substitute part of the credit earned in said programs for a portion of the required credits in English, mathematics, and science as specified in the current Florida Course Code Directory. Earning credit by substitution does not reduce the total number of courses a high school student must take. Rather, earning credit by substitution allows the student the flexibility to take additional elective courses. Students must still earn the required number of credits by course completion to satisfy the graduation option they have elected to pursue.

d. Other Requirements or Considerations for students pursuing an accelerated graduation option defined in s. 1003.429, Florida Statutes as of July 1, 2004.

Any student who selected an accelerated graduation program before July 1, 2004, may continue that program and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program.

- i. For students selecting an accelerated graduation option after July 1, 2004, the following conditions apply:
 - 1. Designated school personnel must meet with the student and parents to explain the requirements, advantages, and disadvantages of accelerated graduation program before the selection is made.
 - 2. A signed parental consent must be submitted to the high school principal and guidance counselor.
 - 3. Students must have scored at least a level 3 each on FCAT Reading and Mathematics and Writing on the most recent assessment in order to be eligible to pursue one of the accelerated options.,

- ii. Selection of the graduation options must be completed by the end of ninth grade. This statutory deadline may be extended to end of the first semester of tenth grade for a student who entered a Florida public school after ninth grade, upon transfer from a private school or another state, or who was prevented from choosing a graduation option due to extended illness during the ninth grade. Students who do not select one of the accelerated options shall be considered to have selected the 24-credit requirements for high school graduation.
- iii. Students pursuing accelerated 3-year high school graduation options are required by s. 1003.429, Florida Statute to:
 - 1. earn passing score on the FCAT or scores on a standardized test that are concordant with passing scores on the FCAT
 - 2. achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale or its equivalent in the courses required for the college preparatory option, or
 - 3. achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale or its equivalent in the courses required for the career preparation accelerated option
 - 4. receive a weighted or unweighted grade that earns at least 3.0 or its equivalent to earn course credit toward the 18 credits required for the college preparatory accelerated option
 - 5. receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated option.

Weighted grades referenced above are those courses specifically listed or identified by the Department of Education as rigorous or weighted by the district school board for class ranking purposes.

- iv. At the end of tenth grade, if a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school must notify the student and the family of:
 - 1. the requirements the student is not currently meeting
 - 2. the specific performance necessary in eleventh grade for the student to meet the accelerated requirements
 - 3. the right of the student to change to the 24 credit program
- v. Students who enter one of the three year graduation options shall automatically move to the four-year program if the student:
 - 1. chooses to change to 24 credits
 - 2. fails to earn 5 credits by the end of grade nine or 11 credits by the end of grade ten
 - 3. does not achieve a score of 3 or higher on the grade 10 FCAT writing assessment or does not meet the requirements in this student progression plan for accelerated graduation options

- vi. Students who enter grade 9 in the 2006-2007 school year and thereafter may select, upon receipt of each consent required by this section, one of the following three high school graduation options: a four-year, 24-credit standard program, a three-year, 18-credit standard college preparatory program or a three-year, 18-credit career preparatory program.
1. Any student who selected an accelerated graduation program before July 1, 2004, may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program.
 2. Prior to selecting a a three-year, 18-credit standard college preparatory program or a three-year, 18-credit career preparatory program, a student and the student's parent must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the student must also receive the written consent of the student's parent.
 3. Beginning with the 2006-2007 school year, each district school board shall provide each student in grades 6 through 9 and their parents with information concerning the 3-year and 4-year high school graduation options, including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. The information must include a timeframe for achieving each graduation option.
 4. Selection of one of the 3-year graduation options must be completed by the student prior to the end of grade 9 and is exclusively up to the student and parent. For a student who entered a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9, the deadline is the end of a student's first semester of grade 10. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for high school graduation.
 5. District school boards may not establish requirements for accelerated 3-year high school graduation options in excess of the requirements specified in law.

6. Students pursuing accelerated 3-year high school graduation options are required to:

(a) Earn passing scores on the FCAT as defined in s. 1008.22(3)(c) or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(9).

(b) Achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale, or its equivalent, in the courses required for the college preparatory accelerated 3-year high school graduation option or achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory accelerated 3-year high school graduation option.

(c) Receive a weighted or unweighted grade that earns at least 3.0 points, or its equivalent, to earn course credit toward the 18 credits required for the college preparatory accelerated 3-year high school graduation option).

(d) Receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated 3-year high school graduation option.

(e) Weighted grades shall be applied to those courses specifically listed or identified by the department as rigorous pursuant to s. 1009.531(3) or weighted by the district school board for class ranking purposes.

7. If, at the end of grade 10, a student is not on track to meet the credit, assessment, or grade-point-average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:

(a) The requirements that the student is not currently meeting.

(b) The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.

(c) The right of the student to change to the 4-year program set forth in s. 1003.43.

8. A student who selected one of the accelerated 3-year graduation options shall automatically move to the 4-year program set forth in s. 1003.43 if the student:

- (a) Exercises his or her right to change to the 4-year program;
- (b) Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10;
- (c) Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment; or
- (d) By the end of grade 11 does not meet all the requirements of s. 1003.429 subsections (1) and (6).

e. Other Requirements or Considerations

- i. Course performance standards, including those Sunshine State Standards in state Course Descriptions, are required for each course.

Students in 9th-12th grade courses must have demonstrated proficiency on the specific course performance standards before credit will be awarded. Grades will reflect student's achievement of the course performance standards within the respective courses.

- ii. **Required Grade Point Average.** Students must have earned a cumulative grade point average of 2.0 on an unweighted 4.0 scale 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.
- iii. **Integrated Courses.** Credit may be submitted towards graduation for integrated courses.
- iv. **Minimum Competency.** Levels of minimum competency in reading, writing, mathematics (to include performance on statewide assessments), and science are established for each grade level (Administrative Procedure D-26). Students who fail to achieve these levels will have a progress monitoring plan, which specifies the provision of remediation for individually diagnosed deficiencies. If reading is a deficient area, the plan must also identify the specific areas of remediation, the desired levels of performance, and the strategies and services that will be used to meet the performance levels. Students

who do not meet these competency levels after remediation may be retained.

- v. **Remedial Credit.** Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation. No remedial courses may be used to meet the required course requirements and no more than nine (9) remedial credits may be applied toward the required number of graduation credits. (NOTE: Courses that provide parallel performance standards but alternate instructional strategies are not considered remedial.)

- vi. **Statewide Assessment Tests.** Each student must participate in statewide assessment tests except as otherwise prescribed by the Commissioner of Education. Each student who does not meet specific levels of performance in reading, writing, mathematics or science will be provided with additional district-adopted diagnostic assessments to determine the nature of the student's difficulty and academic needs. A passing score on the tenth grade Florida Comprehensive Assessment Test (FCAT), or scores on a standardized test that are concordant with passing scores (which are defined in s. 1008.22, Florida Statutes as the SAT or ACT) is required for graduation for all students entering ninth grade. A student must take the grade 10 FCAT a total of three times without earning a passing score in order to use the concordant scores on an alternative assessment. A student new to the public school system in grade 12 may use the concordant scores of SAT or ACT assessments in lieu of FCAT scores, including a dependent child of a member of the United States Armed Forces who enters a public school at the 12th grade from out of state or from a foreign country and provides satisfactory proof of attaining the concordant passing score.

- vii. **Course Exceptions.** Students entering the District after grade nine may substitute comparable courses they have successfully completed at their previous school for the District required courses.

- viii. **Credit Exceptions.** Students entering the District from a school system whose graduation credit requirement and/or school day is different from Leon County may be placed in grade by the principal and an individually prescribed program designed for completion of credits. (Example: A student from a system having five periods per day and a 20-credit requirement for graduation would have 15 credits and be designated a senior by the previous District. Leon District could not require more credits than would permit the student to graduate at the normal time the next spring).

In the selection of subjects for these students, priority shall be given to required courses.

A reasonable remaining credit requirement if a principal places a student in the senior class is six (6) credits, and in the junior class, twelve (12) credits.

- ix. **Exceptional Student Education.** The district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma, using one of the following strategies: Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the district school board student progression plan; or Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality. The district school board shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan. Instructional accommodations shall be provided to enable exceptional students and students who are disabled under 504/ADA access to the general curriculum and to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. Accommodations to basic or vocational courses shall not include modifications to the curriculum frameworks or course performance standards.

Accommodations may include any of the following:

- (i) The instructional time may be increased or decreased.
- (ii) Instructional methodology may be varied.
- (iii) Special communications systems may be used by the teacher or the student.
- (iv) Courses that are designed for exceptional education students that have the same content, goals and objectives as a required course, may be substituted for that required course for completion of graduation requirements. Exceptional education courses that are remedial in nature will receive elective credit.
- (v) Classroom, District and State test administration procedures and other evaluation procedures may be revised to accommodate the student's disability. Decisions about appropriate accommodations are made in the annual I.E.P. conference and recorded on the Individual Education Plan. Allowable Accommodations for students

with disabilities as specified on the student's Individual Education Plan are generally described in five categories: Presentation; Responding; Scheduling; Setting; and Assistive Devices

- (vi) State Student Assessment Tests and Alternative Assessments. A student with a disability as defined in s. 1007.02(2), F.S., for whom the individual educational plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the FCAT requirement waived for the purpose of receiving a standard high school diploma if the student has completed the minimum number of credits and other requirements as specified in S. 1003.428, (1), (2), and (3), F.S. and does not earn passing scores on the FCAT or on a standardized test that are concordant with passing scores on the FCAT after one opportunity in tenth grade and one opportunity in eleventh grade.
- (vii) A student may meet the definition of "disabled" under 504/ADA and not meet the criteria for placement under current ESE rules, policies, and practices. If he/she meets 504/ADA requirements accommodations, as appropriate, must be provided. Items (i)(ii)(iii) cited above could be used.
- (viii) 504/ADA eligible students who do not meet ESE requirements have the same rights to accommodations during a test administration. Decisions about accommodations are made and recorded on the Accommodation Plan/as described in the Leon County District 504/ADA Plan.
- (ix) Students who meet the criteria as "disabled" under 504/ADA are to be afforded equal opportunity to participate in vocational and adult education programs. Course accommodations are to be specified on an Accommodation Plan as described in the Leon County District 504/ADA Plan.

x. Limited English Proficient Students.

Courses must be modified to provide a limited English Proficient student comprehensible instruction and therefore, access to a regular diploma. Modifications shall not include modification to the curriculum frameworks or Sunshine State Standards.

Course modifications may include any of the following:

- (i) Instructional methodology must be varied and documented.

- (ii) Classroom, District, and State test administration procedures and other evaluation procedures may be modified to accommodate the student's limited English proficiency. Modifications for District and State required tests, to include FCAT, will be specified on the Modifications and Exemptions page of the LEP Student Plan and may include: flexible time, flexible scheduling, flexible setting, and use of a translation dictionary.

- xi. The student's course requirements for graduation will be those in effect when the student initially enrolled in high school. To earn a current year diploma, students must complete all graduation requirements by the end of the summer session.

Students not meeting these deadlines must receive their diploma through some alternative program such as Adult Education upon fulfillment of the one credit residency requirement. Under extenuating circumstances the principal or designee may extend the summer deadline, not to exceed the calendar year, on an individual basis.

e. **Special Considerations.**

- i. **International Baccalaureate.** Any student completing the International Baccalaureate curriculum as prescribed by the Leon County School District, shall meet the curricular requirements of this subsection. Students in this category must still fulfill the GPA requirement and standardized test score criteria.

An outline of the specific requirements for entrance into the program as well as a listing of the scope and sequence of courses and IB diploma requirements may be found in the current edition of the *Leon County Schools Educational Programs and Graduation Requirements*.

- ii. **Exceptional Education Students.** A certificate of completion will be awarded to a student who completes the minimum number of credits and other requirements in S. 1003.428(1), (2), and (3), F.S., but who is unable to earn passing scores on the FCAT or scores on a standardized test that are concordant with passing scores on the FCAT, or complete all requirements in student progression and remedial instruction, or achieve a cumulative grade point average of a 2.0 on a 4.0 scale, or its equivalent. Any exceptional student who is entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student until the end of the semester in which the student turns 22 years of age and receive special instruction designed to remedy his or

her identified deficiencies. Students earning credits toward a standard diploma will adhere to the promotion and/or grade placement requirements named herein for graduation. A special diploma may be awarded to a student who has completed the minimum number of credits and other requirements in S. 1003.428(1), (2), and (3) but who is unable to earn a passing score on the FCAT and is not eligible for the FCAT Waiver process as defined in S. 1003.43(11)(b).

- iii. **Alternative Education Programs.** Students enrolled in a school board approved alternative education program will adhere to the promotion and/or grade placement requirements named herein for graduation.

2. **Certification of Completion.**

- a. A student who has successfully completed the District requirements, including the prescribed number of credits for graduation, but failed to pass the FCAT or an approved subject area concordant score or has a grade point average below 2.0 shall be offered a Certificate of Completion.
- b. **Certificate Acceptance.** A student may accept the Certificate of Completion. In order to retake FCAT through the adult education program, the student must 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 his/her requirements were met. Under extenuating circumstances the principal or designee may extend the summer deadline, not to exceed the calendar year, on an individual basis.

- c. **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 can retake the FCAT through the home high school. 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 during which his/her requirements were met. Under extenuating circumstances, the principal or designee may extend the summer deadline, not to exceed the calendar year, on an individual basis.

3. **Special Diploma.** The requirements for a Special Diploma are outlined in separate sections (see Special Student Progression Plan, Section (9).)
 4. **Special Certificate of Completion.** The requirements for a Special Certificate of Completion are outlined in separate sections. (See Special Student Progression Plan, Section (9)).
- (c) **Progression Alternatives - High School, 9-12.** While it is expected that the majority of high school students can make satisfactory progress in four years (9-12), some individuals will require more or less time to develop their educational potential. Therefore, the following progression alternatives are available to meet student needs. At the beginning of each school year, parents of students in or entering high school must be notified of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses.
1. **Summer School (if offered).** Participation in a summer school program shall be for the purpose of promotion. The principal of each high school is the Superintendent's designee to identify students eligible for summer school. Each semester course must be established for a minimum of 60 hours. A student must be in attendance for 60 hours to receive credit for the 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.
 - a. A student who has failed a course during the school year and, therefore, is in danger of not being promoted or completing the credits required for graduation is eligible for summer school.
 - b. Students in grades 9–12 who meet program requirements for ESOL, as defined in 1003.56, F.S. and are in need of additional instruction are eligible for summer school enrollment and supplemental instruction as described in the district plan.
 - c. Summer credit may be earned by enrolling in programs offered in the high schools. Students may also enroll in the Lively Vocational/Technical Center Summer Program if they have completed 9th grade.

- d. Another summer alternative for a student is to earn credits by enrolling in the District Adult Education Program. Credits earned will be transferred back to the home high school to fulfill graduation requirements. A student may be dual enrolled with their home high school and adult education taking a maximum of one (1) course at each site.
 - e. The principal's prior written permission is required for all summer programs.
2. **Early Completion of Requirements.** 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.
3. **Dual Enrollment in High School and College.**
- a. The Dual Enrollment program permits upper level high school students to enroll simultaneously in high school and college (or community college). The purpose is to provide courses that are not available to the student at the high school.
 - b. 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 available to the student to be applied toward college graduation requirement.
 - c. 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.
 - d. The Interinstitutional Articulation Agreement with each college specifies the grade point average required for college credit dual enrollment.
 - e. 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.
 - f. High school credits will be granted in accordance with the State Dual Enrollment Equivalency chart.
 - g. Students in a dual enrollment program at a college may attend the college at no cost. Instructional materials will be supplied free of charge for students dually enrolled in college courses which are creditable towards a high school diploma.

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

The following conditions shall be observed:

- a. Any student enrolled in a Leon County Schools high school shall be limited to one course at a time in the adult education program.
 - b. Prior written approval from the school principal or his/her designee shall be required before a high school student can enroll in an adult education course.
5. **Full-Time Enrollment in Adult Education.** When an individual becomes 16, he/she is no longer required by Florida law to attend school. A student who is sixteen or older and has withdrawn from school is eligible to enroll in the adult education program. (See Adult Education, Section (4))
 6. **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. 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 Lively principal.
 7. **Enrollment in Lively Technical Center as an Adult.** When an individual becomes sixteen, he/she is no longer required by Florida law to attend school. Out-of-school students who are sixteen 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.
 8. **Vocational Cooperative Education (CO-OP Programs).** The Co-Op Programs provide 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.

9. **General Educational 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. A person must be eighteen years of age or older and reside in the State of Florida at the time of application. Minor persons sixteen or seventeen years of age may, with parent/guardian's permission, take the GED only under extraordinary circumstances. Procedures by which persons may qualify for GED testing are addressed in the GED Procedures Internal Management Directive.
 - b. Students who are currently enrolled in Exceptional Student Education or an approved dropout prevention program and who are over-age for grade and who are seniors nearing program completion may be eligible to take the GED test after meeting established State and District requirements as described in the Dropout Prevention GED Procedural Handbook. Pursuant to Rule 6A-6.021(6), Florida Administrative Code, Leon County Schools will award a District high school diploma to eligible students who pass the GED test in addition to the award of a State of Florida (GED) diploma.
 - c. GED Testing for Students in Exceptional Student Education/Dropout Prevention Programs/504/ADA Program. Exceptional Student Education, dropout prevention students or 504/ADA students who pass the GED test and are awarded a State of Florida (GED) High School diploma also may earn a District or school specific high school diploma. Refer to Section 4.15(3)(c)9, Student Progression Plan.
10. GED Exit Option: The GED Exit Option Model is a graduation strategy that permits currently enrolled high school students who are at risk of not graduating with their cohort group to earn a standard diploma through an alternative route.
- a. Eligibility: A student utilizing the GED Exit Option Model must meet all of the following eligibility criteria:
 - 1. Currently enrolled in a PK-12 program and at least 16 years old;
 - 2. Enrolled in courses that meet high school graduation requirements
 - 3. Overage for grade, behind in credits, or has a low GPA placing the student in jeopardy of not graduating with their cohort;
 - 4. The cohort with which the student entered kindergarten is graduating or has graduated;
 - 5. Has a documented minimum reading level of at least seventh grade

6. Has earned acceptable scores on the official GED Practice Tests administered under student testing conditions
 7. Has been recommended by teacher(s), administrator, and/or guidance counselor employed by school in which student is enrolled;
 8. Has student cumulative record that indicates that the GED Exit Option Model is the most appropriate educational placement for the student;
 9. Participation in the program shall be voluntary and the parent/guardian and the student shall have been properly notified, informed, and shall have given permission for placement in the program.
- b. Extracurricular Activities
1. GED Exit Option Model students will be able to participate in all high school extracurricular activities for which they meet age and eligibility requirements, to include graduation ceremonies.
- c. Exemptions
1. Minimum High School Graduation Requirements: Students enrolled in the GED Exit Option shall be exempt from the minimum graduation requirements prescribed for the standard high school diplomas, including the 2.0 GPA and the 24-credit requirement. For ESE students, this exemption shall be included on the IEP.
 2. Grade placement: Students participating in the GED Exit Option Model who have not previously met criteria for promotion to tenth grade shall be promoted to tenth grade or the grade assignment of their cohort group upon entry into the program to enable students to take the tenth grade FCAT.
 3. GED Administration: Students enrolled in the program shall not be permitted to take the GED Tests until they have passed the FCAT and earned at least a score of 500 on the GED practice tests.
 4. Students who do not meet graduation requirements in their senior year and choose to return for the thirteenth year of school in order to participate in the GED Exit Option Model do not have to continue classes upon meeting program requirements for graduation. These students, upon completion of the requirements of the program, shall be considered high school graduates. If the district or school has implemented a program that incorporates a vocational component, the student may be required to complete this requirement before the student is considered a graduate even when both the FCAT and GED requirements have been met.
- d. Successful Completion
1. To successfully complete the GED Exit Option Model and receive a standard high school diploma, the students must pass the General Education Development Tests (GED) and all sections of the tenth grade Florida Comprehensive Assessment Test. Students shall also be required to complete any vocational components included in an approved school program.
 2. Students participating in this model may not graduate before their cohort group, defined as the group with whom they entered kindergarten.

3. Students who pass only the GED Tests shall be awarded a State of Florida Diploma. Participation in the model is voluntary for students and requires parental notification and consent.

e. Transcripts

1. The parent or guardian and student shall be informed that the student's transcript will indicate an alternative graduation route.

2. The transcript will identify only the actual credits earned, successful completion of FCAT requirements, and the date of the diploma award.

1-. **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. These students will attend remedial classes designed to remediate their deficiencies. Students with disabilities who have not met graduation requirements may continue to be enrolled until the end of the semester in which they turn 22 years of age.

12. **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.

13. **Distance Learning Courses.** In order for credit to be accepted, distance education providers shall have a School Board approved articulation agreement or be accredited and pre-approved by the Superintendent or designee using criteria as stated in (3)(e) Student Placement.

a. Prior written approval from the school principal or his/her designee shall be required before a student can enroll in a distance education course.

b. All course grades shall be placed on the student's transcript.

(i) All credits earned shall be credited toward graduation requirements.

c. All courses must be taken outside the school campus.

14. **Florida Virtual School. (FLVS).** Florida law allows students to enroll in courses available through the Florida Virtual School and the school district shall award credit for successful completion of such courses. Students may access FLVS courses before, during, or after the school day off campus as pre-approved by the Superintendent or designee and pre-arranged by the parent/guardian. The school district is not required to provide access to or supervision for Florida Virtual School courses on the school campus.

15. Advanced Placement Courses. Advanced Placement courses are offered by specially trained teachers on the high school campuses through the Advanced Placement Program administered by the College Board. An outline of the specific requirements and available courses can be found in the current edition of the *Leon County Schools Educational Programs and Graduation Requirements*.

(d) Grading - High School, 9-12.

1. At the high school level, credit is granted on the semester basis. One-half credit is given for passing a semester's work in a course.

a. The following conditions must be met for a student to receive one full credit in a full year course when that student earned a failing grade in one of the two semesters and the average of both semester grades results in a passing grade:

(i) The student must meet the attendance requirements of School Board Policy 3.03 for each semester.

(ii) The student must master the Sunshine State Standards and course performance standards for the course.

(iii) The student must earn a passing grade in each of the following criteria: homework, participation, and other indicators of performance as described in the teacher's grading policy, as required in School Board policy.

If a student meets all three of these criteria, he or she will be awarded one full credit for the full year course.

b. 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.

c. The courses referred to above may include off-campus courses or work experience programs, but only includes courses specified in *Leon County Educational Programs and Graduation Requirements*.

d. Exceptions to these requirements may be granted in unusual circumstances by the principals provided permission is requested in writing and a full explanation of the circumstances submitted.

2. The grading system used in the high schools and the interpretation of the letter grades are as follows:

GRADE	PERCENT	VALUE	DEFINITION
"A"	90-100	4	Outstanding Progress
"B"	80-89	3	Above Average
"C"	70-79	2	Average Progress
"D"	60-69	1	Lowest acceptable Progress

"F"	0-59	0	Failure
"I"	Incomplete		
"P"	Passing		
"N"	No Grade		

4	Outstanding conduct
3	Satisfactory conduct
2	Conduct needs improvement
1	Unsatisfactory conduct

3. Consult the attendance policy (3.03) for details regarding the effect of attendance on grades.
4. The semester grade for each course is determined by totaling the points earned in both the nine-week grading periods with the points earned on the semester examination/assessment. The point values assigned to the letter grades for each nine-week grading period and the semester examination/assessment are as follows:

GRADE	GRADING PERIOD	SEMESTER EXAM
"A"	8 Points	4 Points
"B"	6 Points	3 Points
"C"	4 Points	2 Points
"D"	2 Points	1 Point
"F"	0 Points	0 Points
"I"	No Points	No Points
"P"	No Points	No Points
"N"	No Points	No Points

5. Incomplete Grades

- a. In case of incomplete grades, the following conditions shall apply:

If a student returns to school with an excused absence he/she will have the same number of days to make up the missed work as the number of days absent. Incomplete grades shall be reported as an "I" on the report card.

If the student does not make up the work assigned within a reasonable length of time, he/she should receive a grade of "F" for the missed work of any unfinished portion thereof. If the make-up period extends through the end of a marking period, the student should be given a grade of incomplete (I) on the report card.

- b. The incomplete work carried over into a new marking period should be made up also, within the same amount of time as the student's absence. The "I" grade should be removed during the next reporting period. Only under extraordinary circumstances should a grade of Incomplete appear for a certain marking period on consecutive report cards. The "I" grade must become either a passing grade or an "F".

6. The semester grade is assigned as follows:

18 through 20 points	"A"
13 through 17 points	"B"
8 through 12 points	"C"
3 through 7 points	"D"
0 through 2 points	"F"
No Points	"P"

- a. All students must take a written or performance-based final semester exams in each course unless otherwise exempted.
- b. A student with parent permission may elect to exempt non-core academic exams provided that the student:
 - i. has earned no grade lower than "A" in the course on the report card each grading period
 - ii. provides a written permission form signed by the parent/guardian
 - iii. is enrolled in a class other than English, mathematics, science, social studies or a foreign language
- c. If approved by the School Advisory Council, any high school may offer a student the opportunity to elect to exempt first or second semester core academic exams provided that the student:
 - i. has earned no grade lower than "A" in the course each grading period.
 - ii. has satisfactory citizenship in all classes.
 - iii. provides a written permission form authentically signed by the parent or guardian
 - iv. is not in course that has a required final exam, such as Advanced Placement, International Baccalaureate, or dual enrollment college credit in order to receive credit status.

- d. A student will not be exempt from any non-core academic exam if any of the following occurs:
 - i. The student transfers in or out of the district during the semester or transfers to/from one Leon County School to another during the semester.
 - ii. The student is suspended from school or assigned to in-school detention.
 - iii. The teacher determines and informs the student at the beginning of the semester that an exam will be required of all students.
 - e. Final semester senior students who have met attendance requirements may exempt their final exams for each class in which they have earned 2 or more grade points with at least 1 point earned during the final nine-week grading period. This does not exempt a student from the requirements that follow in this section.
 - f. The semester grade for students eligible to exempt exams (graduating seniors or those students eligible to exempt exams under 6 (c) or 6 (d) above) will be the average of the two nine weeks grades using A=4, B=3, C=2, D=1, as the scale. If the average includes .5 or higher, the next highest grade will be awarded.
 - g. A student earning three (3) or more grade points during the first marking period must earn at least one additional point in order to earn credit for the semester. Should a student earn no additional points, the final grade average for the course for the semester will be an "F".
 - h. Students with ten 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.
7. No plus or minus signs will be attached to a letter grade.
8. **Interscholastic Sports Eligibility** All students must have a cumulative high school grade point average of 2.0 or above on a 4.0 Unweighted scale, or its equivalent, in all courses taken that are required by s. 1003.43 (1), Florida Statutes, at the conclusion of each semester to be eligible during the following semester. A student whose cumulative high school grade point average is below a 2.0 on a 4.0 Unweighted scale, or its equivalent, in all courses taken that are required by s. 1003.43 (1), Florida Statutes, at the conclusion of a semester shall not be eligible during the following semester.
- a. A student shall be eligible during the first semester of his/her ninth-grade year provided that it is the student's first entry into ninth grade and he/she was regularly promoted from eighth grade the immediate preceding year.

- b. A student who is ineligible during the second semester of his/her ninth-grade year or during the first semester of his/her 10th grade year because the student's cumulative high school grade point average was below a 2.0 at the conclusion of the previous semester and continues to be below a 2.0 at the conclusion of the semester of ineligibility may regain his/her eligibility for the semester provided:
 - i. The student signs an academic performance contract with his/her school at the beginning of the semester in which he/she is ineligible that states, at a minimum, that the student will attend summer school, or its graded equivalent, AND
 - ii. earns a grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in all courses taken during the semester of ineligibility.

10. **Grade Forgiveness. Repeating Courses**

a. Repeating Courses.

- i. **Repeating a Required Course.** Only students who have received a D or an F in a required 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 (e.g. French I, French II, French III) must retake the course prior to or jointly with the next higher-level course in the sequence. This progressive sequence provision also applies to students who are eligible to repeat high school courses initially taken while enrolled in middle school.
- ii. The requirement in Section 1003.43 (5) (e) 1, F. S., that students may only retake a course for forgiveness if the student originally earned a grade of D or F, does not apply to students taking a grade 9-12 course below the 9th grade. These students are attempting course work above their grade level and should not be penalized for this.
- iii. **Repeating an Elective Course.** Only students who have received a D or an F in an elective course may retake the same course or a similar course if the same course is not offered. Any student eligible to repeat an elective course that is part of a progressive sequence (e.g. Art/2D Comprehensive I, Art/2D Comprehensive II, Art/2D Comprehensive III) must retake the course prior to or jointly with the next higher-level course in the sequence.
- iv. **Grading for Repeated Courses.** 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 students' transcripts. Only the higher semester grade earned of a C or higher will be used in computing the student's grade point average (GPA). No additional credit shall be awarded for a previously passed repeated course. Multiple credit courses are available in some areas of the Course Code Directory. Districts are

required to ensure that student achievement expectations are raised as the student progresses through the sequence. The Department has not set a limit on the number of times such a course may be used.

- v. **Graduation Grade Point Average.** Any course grade not replaced according to this forgiveness policy, which must conform to these provisions, must be included in the calculation of the cumulative grade point average required for graduation.

- c. **Computing Class Rank.** In computing a student's class rank and honors placement, a student with fewer repeat courses would be placed ahead of a student with the same grade point average (GPA) but more repeat courses.

- 11. Teachers are required to submit their standards, rules and/or regulations for establishing a grade in their class to the principal within two weeks after classes begin. No grade will be assigned without a plan approved by the principal or his/her designee.

- 12. Teachers are required to provide their classes with standards for grading and classroom rules and regulations in written form within two weeks after classes begin or after any changes in said policies.

- 13. **Honor Roll Criteria.**
 - High Honor Roll
3.6 grade point average or better and no grade of "C", "D" or "F".

 - Honor Roll
3.0 grade point average or better and no grade of "D" or "F".

- 14. **Pass-Fail Grades.** An earned grade of "P" or any equivalent "passing" type grade will have no point value assigned unless a value has been assigned by the sending District.

- (e) **Student Placement - High School, 9-12.** The principal is responsible for the initial placement of all students new to the school. The decision will be based upon the following criteria:
 - 1. Entry requirements, as specified in Introduction (a) of this policy, must be met.

 - 2. Grade placement of students coming from other schools shall be made on the basis of report cards, transfer data or transcripts subject to validation/interpretation if deemed necessary.
 - a. Students transferring from any public school or private school accredited by a regional accrediting agency (e.g., Southern Association of Colleges and

Schools, North Central Association of Colleges and Schools, etc.) shall have their credits accepted at face value.

- b. Students transferring from any private school that is non-regionally accredited but accredited by another accrediting agency (e.g., Florida Association of Christian Colleges and Schools, Florida Independent School Association, etc.) shall have their credits reviewed by the principal or his/her designee, with the assistance of the Division of Teaching and Learning if requested, prior to the acceptance of any credits for placement.

- c.

- c. Uniform Transfer of Credit. 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 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 through one of the following alternatives as determined by the teacher, principal, and parent:
 - (i). Portfolio evaluation by the superintendent or designee;
 - (ii). Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - (iii). Demonstrated performance in courses taken through dual enrollment or at other public or private accredited school schools;
 - (iv). Demonstrated proficiencies on nationally normed standardized subject area assessments for which students are given at least ninety (90) days from the date of transfer to prepare.
 - (v). Demonstrated proficiencies on the FCAT for which students have been given at least ninety (90) days from the date of transfer to prepare; or
 - (vi). Written review of the criteria utilized for a given subject provided by the former schools.

- d. Students transferring from a bona-fide home education program as defined in Florida Statute 1000.01, and which is in compliance with Florida Statute, and has met the attendance and evaluation criteria as outlined in Florida Statute 1003.21, shall have those years of attendance waived in lieu of receiving transfer credits and be placed at a level/grade appropriate to their documented

performance/evaluation. Students completing high school under this category must complete a minimum of twelve credits and will not be included in class ranking and/or valedictorian/salutatorian consideration.

- e. Students transferring from any school outside the United States who have transcripts or other educational documentation will be evaluated and placed on an individual basis by the guidance counselor or other school personnel as appropriate. Students entering from a school system whose graduation credit requirement and/or school day is different from Leon County may be placed in grade by the principal and an individually-prescribed program designed for completion of credits by the guidance counselor or other school personnel as appropriate. In the selection of subjects for these students, priority shall be given to required courses.

Students without educational documentation will be placed by the principal. A notarized statement indicating completion of a particular grade level from the student's parent(s), guardian(s), a school official from the student's native c, or from the student, if an adult, may be submitted to the principal of the receiving school. Upon receipt of the notarized statement, the principal of the school shall take appropriate steps, in cooperation with the faculty, to verify the student's level of learning in courses identified on the statement. The principal or appropriate designee will use testing, faculty interviews, or other appropriate professional procedures for the verification process. In the selection of subjects for these students, priority will be given to required courses.

- f. If none of these data is available, the student shall be placed in the grade indicated by the parent for a probationary period pending receipt of substantiating data from the previous school attended, such placement to be adjusted based upon the criteria outlined in paragraphs (3)(e)2a through (3)(e)2e.
- g. If, after a reasonable amount of time and effort, substantiating data from the previous school attended are not received, the student's competency in the basic skills or other appropriate areas shall be evaluated by the principal or his/her designee. The student shall then be placed at an appropriate level subject to the provisions outlined in paragraphs 3(e)1 and 2.

- 3. **504/ADA Students.** 504/ADA students will be placed according to procedures specified in the Leon County District 504/ADA Plan.

(f) **Records and Reports - High School, 9-12.**

- 1. **Student Records.** A record of all promotions, courses taken, or other types of special placement are considered category "A" information and shall be recorded

according to the procedures specified by the Leon District Education Records Policy.

2. **Reporting to Parents.** Student performance and progress shall be reported to parents through report cards, interim progress reports, and standardized State and District assessments. At their request, parents shall be provided the opportunity for a conference with school officials.

At the end of each semester, parents of a student who has a grade point average of less than 2.0 will be notified that the student's grade point average does not currently meet graduation requirements. At the end of each semester, parents of a student who has a grade point average of less than 0.5 above that required for graduation will be notified that the student is at risk of not meeting the requirements.

3. **Interim Progress Reports.** All students will receive an interim progress report during the mid-point of the nine-week grading period. Such notice may either be mailed from school to the student's home address or given to the student. In the later case, the student is charged with delivering the interim progress report to his/her parents/guardians.

The school will be responsible for maintaining documentation of parent notification regardless of the method employed to make such notification. However, the failure to advise the parent of the student's academic progress shall not be grounds for modifying a student's grade(s).

- (g) **Monitoring Process - High School, 9-12.** It shall be the principal's responsibility to monitor his/her school's compliance with the Student Progression Plan. The Superintendent shall establish procedures and guidelines for District-wide monitoring of compliance with provisions of this policy.

(h) **Appeal Process - High School, 9-12.**

1. A decision on a student's placement, progression, or eligibility to receive a diploma made by the principal may be appealed in accordance with the Student Grievance Procedure specified in Policy 7.10.
2. A principal's decision may be appealed to the Superintendent.

The Superintendent shall cause an investigation and fact-finding hearing to be held. The fact-finding hearing shall include the principal or his/her designee and allow the appellant to appear and present evidence presented at the hearing and consistent with the general intent of this policy, the Superintendent shall rule on the appeal. The Superintendent's decision may be appealed to the School Board.

Statutory authority: 1001.41, F.S.
Law implemented: 1001.42, 1008.25, 1003.429 (1)(a),(b),(c), and 1003.43 F.S.
Policy adopted: January 9, 2007

See also:

[Administrative Procedure D-1](#): Selection of Valedictorian and Salutatorian

[Administrative Procedure D-26](#): Minimum Competency in Reading, Writing, and Mathematics

[Administrative Procedure D-30](#): Placement for Cause Criteria

[School Board Policy 3.03](#): Compulsory School Attendance

[School Board Policy 4.101](#)(16): Leon County Schools Health Services

[School Board Policy 4.151](#): Common Course List

[School Board Policy 7.10](#): Student/Parent/Guardian Grievance and Complaint Procedures