

STUDENT PROGRESSION PLAN

THE SCHOOL DISTRICT OF ESCAMBIA COUNTY

PENSACOLA, FLORIDA

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Legal Basis of the Student Progression Plan

Florida K-20 Education Code

The student progression plan is the District's guide for ensuring student progression, both through initial and remedial instruction and through other support services.

Florida K-20 Education Code states that each district school board shall establish a comprehensive program for student progression. Each student's progression from one grade to another is determined by criteria that reflect the student's proficiency in the Next Generation Sunshine State Standards and the Florida Standards and established specific levels of proficiency in reading, writing, science, and mathematics. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers. 1008.25, F.S.

Procedure for Development

This plan was developed by District and school-based personnel. It provides state and local guidelines and procedures for placement of students in the appropriate grade levels, subjects, and/or special programs best suited to meet the academic needs of students. It is a contract delineating what the student must know to be promoted and what the District will do to help the student meet these requirements for promotion.

Purpose of the Plan

The purpose of this student progression plan is to provide board rules and administrative procedures required to implement state legislative and local board student progression requirements for all stakeholders. The Next Generation Sunshine State Standards and the Florida Standards are the basis for curriculum, instruction, and evaluation of student performance in the School District. The responsibility of the School Board and District administration is to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. The students' responsibility is to be accountable for learning, to attend school, to manage their own behavior, and to engage in instruction. The parents' or guardians' responsibility is to ensure attendance and proper conduct of their children and to promote their children's interest in learning. The responsibility of the principal, teachers, and staff is to provide effective programs, instruction, and remediation; to document the students' mastery of the Next Generation Sunshine State Standards and Florida Standards; to ensure a safe environment; and to maintain records and reports. An additional responsibility is to keep both the student and the parent informed of that student's academic progress. 1003.41, F.S.

Policy of Nondiscrimination

Escambia County School District does not discriminate on the basis of race, creed, color, religion, sex, sexual orientation, gender, gender identity/expression, age, national origin, disability, genetic

information, or marital status in its employment practices or in the admission and treatment of students.

Section 1: Registration

1.1 Verification of Age (Prekindergarten, Kindergarten, First Grade)

Before admitting a child to prekindergarten, kindergarten, or first grade, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of Florida K-20 Education Code and School Board policy. The Superintendent or designee may require evidence of age of any child whom he or she believes to be within the limits of compulsory attendance as provided for in Florida K-20 Education Code. 1003.21, F.S.

If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- a duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births; or
- a duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child accompanied by an affidavit sworn to by the parent(s); or
- an insurance policy on the child's life which has been in force for at least two (2) years; or
- a bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent(s); or
- a passport, a certificate of arrival in the United States, or a naturalization certificate showing the age of the child; or
- a transcript record of age shown in the child's school record of at least four (4) years prior to application, stating date of birth; or
- an affidavit of age sworn to by the parent and accompanied by a certificate of age, signed by a public health officer or by a licensed practicing physician designated by the School Board, stating that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct (only if other evidence cannot be produced). Children who are experiencing homelessness as defined in 39.0016, F.S., shall be given temporary exemption from this section for thirty (30) school days.

1.2 Admissions

1.2.1 Voluntary Pre-K Admission

Students enrolling in the Voluntary Pre-kindergarten (VPK) Program must be four (4) on or before September 1 of the school year.

1.2.2 Kindergarten Admission

Children who will have attained five (5) years of age on or before September 1 of the year they begin kindergarten shall be eligible for admission to public kindergarten during that school year. A child must be enrolled in school if he/she will be six (6) years old by February 1 of that school year.

1.2.3 First Grade Admission

Children who have attained six (6) years of age on or before September 1 of the school year and who have completed kindergarten in a public school or completed kindergarten in a non-public school from which the District School Board accepts transfer of academic credit must be admitted to the first grade at any time during the school year.

1.2.4 Kindergarten and First Grade Transfer Students Admission

Kindergarten and first grade students who transfer in from another state at the beginning of the year or during the school year and meet that state's age requirements will be enrolled into school even if they do not meet Florida's age requirements. Florida has a reciprocal agreement to honor age requirements from all other states. The web site to verify different states' age requirement can be found at [50-State Comparison](#). 1003.21, F.S.

Students transferring from a Florida non-public kindergarten to Escambia County schools must meet the Florida age requirement for entry to kindergarten.

No exception to the September 1 date for either kindergarten entry or first grade entry is permitted other than for students transferring in from another state.

1.2.5 Second Grade Admission

A child shall be permitted to enroll in the second grade under any of the following conditions:

- The requirements of the first grade in accordance with District policies have been completed.
- The requirements of the first grade in a Florida public school in accordance with state policies have been completed.
- The requirements of the first grade in a public school or non-public school in another state in accordance with policies of that state and with evidence of same have been completed.

1.2.6 Grades three (3) through twelve (12) Admission

Students transferring from within the state or from an out-of-state school must provide an official report card (elementary and middle school) or transcript (high school) from a proper school authority which shows record of attendance, academic information, and grade placement. If records are not available, the principal will temporarily place a student in a classroom or courses until the student has been screened for permanent placement. A student must be promoted from Grade 5 to be enrolled in a middle school program and Grade 8 to be enrolled in a high school program.

Refer to *Section 8: Home School Education* for policies regarding grade and/or course placement for home education students returning to a District School.

1.3 School Residence Verification

Evidence of residence must be at an address within the attendance area of the school to which admission is requested. Evidence must be in the form of a current electric or gas receipt, mortgage document or rental or lease agreement. A request for reassignment to another school within the District must go through the School Choice Office.

1.4 Health Records

Health records are accepted on a temporary basis pending review and approval. No registration is complete without the Florida Certification of Immunization, School Entry Physical and Student Health Verification Form.

1.5 Immunizations

Prior to admittance or attendance in school, Grades Pre-K–12, each child shall present or have on file with the school a valid certification of immunization (DH 680) for the prevention of those communicable diseases for which immunization is required by the Department of Health. 1003.22, F.S.

- The parent/guardian is responsible for assuring that the student is in compliance with the immunization law. 1003.22, F.S.
- A student who is not in compliance with the immunization law will be refused admittance and/or will be temporarily excluded from school attendance.
- Students entering Grade 7 must obtain a Tdap immunization booster prior to starting the school year.

A child shall be exempt from immunization requirements if

- the parent or guardian of the child objects in writing that the administration of immunizing agents conflicts with his/her religious beliefs (requires Department of

Health Religious Exemption from Immunization form DH 681 from County Health Department);

- an authorized physician certifies in writing that the child should be exempt temporarily or permanently from the required immunization for medical reasons (requires Florida DH 680 form Part B or C); or
- an authorized school official issues a temporary exemption for a period not to exceed thirty (30) school days to permit a child who transfers from another county in Florida to attend class until his records can be obtained. Electronically transmitted records are acceptable for school entry. Children and youth who are experiencing homelessness, military children as defined in 1000.36, F.S., and children who are known to the department, as defined in 39.0016, F.S. shall be given a temporary exemption for thirty (30) school days if needed.

1.6 School Entry Medical Examinations

Any new student entering Florida schools for the first time including Pre-kindergarten or Kindergarten, is required to present a certificate (DH form 3040) or other comparable form of school-entry health examination. Health examinations performed by licensed health professionals outside of Florida are acceptable as long as the documented exam meets minimum requirements and was completed within one (1) year of the first day the student will attend school. 1003.22, F.S.

- Under hardship circumstances, a new student may be given up to a thirty (30) day grace period when necessary to obtain a school entry physical.
- Children and youth who are experiencing homelessness and children who are known to the department, as defined in 39.0016, F.S. shall be given a temporary exemption for thirty (30) school days if needed.
- Documentation must be provided within thirty (30) days or the student will be temporarily excluded from school pending documentation of the exam.
- The school shall be responsible for maintaining records in order that follow-up may be provided to assure student compliance.
- Any student shall be exempt from the requirement of a health examination upon written request of parents or guardians stating objections to such examinations based upon religious beliefs. 1003.22, F.S.

1.7 Social Security Card

The school will request the parent or guardian present the student's social security card for student identification purposes. Compliance is optional, parents may choose not to provide this information to the school, and no copy will be made or kept on file.

Section 2: Elementary School Education

The elementary school section of the Student Progression Plan for grades pre-kindergarten through Grade 5 is designed to ensure that all students meet high academic standards through a standards-driven curriculum, rigorous and relevant instruction, and instruction that is based on active student engagement. Areas addressed within the plan are focused on preparing students as global citizens and graduating students ready for success in present and future economies.

2.1 Curriculum

The program of study for elementary school students in Escambia County District Schools reflects state and local expectations for elementary education. The following areas of study are required for elementary education in each grade, K-5:

English Language Arts (ELA)

Mathematics

Science

Social Studies to include Florida History at Grade 4

The following programs of study are special area course descriptions that are part of our district's overall program of study:

Art (may include the fine arts and/or dramatic arts)

Career Education

Character Education

Computer Literacy/Technology

Dance and Theatre (N.B. Cook Elementary)

Health and Safety

Music

Physical Education - The district will provide one hundred fifty (150) minutes of physical education weekly. 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. In addition, daily recess of at least twenty (20) consecutive minutes of free play will be provided for kindergarten through fifth grade students. 1003.455, F.S.

2.2 Screening/Assessment/Remediation

2.2.1 Kindergarten Screening

The Department of Education (DOE) requires that each school district administer the statewide kindergarten screening to each kindergarten student in the school district within the first thirty (30) school days of each school year. Nonpublic schools may administer the statewide kindergarten screening to each kindergarten student in a nonpublic school who was enrolled in the Voluntary Prekindergarten Education Program. STAR Early Literacy, developed by Renaissance Learning, Inc., shall provide objective data concerning each student's readiness for kindergarten and progress in attaining emergent literacy skills, including oral communication, knowledge of print and letters, phonemic and phonological awareness, vocabulary and comprehension development. Additionally, each parent who enrolls his or her child in the Voluntary Prekindergarten Education Program must submit the child for the statewide kindergarten screening, regardless of whether the child is admitted to kindergarten in a public school or nonpublic school. Data from the screener administered will be used to identify students in need of intervention and support, to prescribe instruction, and to provide useful information to parents.

2.2.2 State Assessments for Regular Education Students

Each student must participate in the required statewide assessments. Statewide standardized assessment subjects and grades tested at the elementary level are as follows:

	ELA	Mathematics	Writing	Science
Grade levels	3, 4, 5	3, 4, 5	4, 5	5

Following the administration of the statewide standardized assessments, it is incumbent upon the District to remediate all students scoring below District and/or state levels of performance. Any student who has not met minimum levels of performance on state assessments must continue to receive remedial instruction until performance levels are met or until graduation from high school. 1008.22, F.S.

2.2.3 Assessment/Remediation

Students shall be assessed at each level to determine mathematics, reading, science, social studies, and writing levels of performance. Each elementary school shall use predictive data to guide instructional strategies and regularly evaluate student progress in response to instruction. Evaluation of each student's progress will be based upon the student's classroom work, screening and progress monitoring instruments, observations, tests, district and state assessments, and other relevant information. Schools shall determine interventions that are most appropriate for each student, according to triangulated data. Interventions will include evidence-based, explicit, systematic, and multisensory instruction in phonemic awareness, phonics,

fluency, vocabulary, and comprehension, and will be provided immediately following identification of a substantial reading deficiency. Students in kindergarten through Grade 3 who are identified as having a substantial reading deficiency will be provided an individual progress monitoring plan, a federal plan such as an IEP, or both if necessary.

The parent will be notified in writing of the student's deficiency in reading, the intensive reading instruction services and supports the student will receive, strategies for parents to use to help at home, mandatory retention and good cause exemptions, and the mid-year promotion option.

2.2.4 Resource Allocation

The allocation of remedial and supplemental instructional resources will be provided for students in kindergarten through Grade 3 who have a substantial reading deficiency and for those who fail to meet performance levels required for promotion consistent with the District School Board's plan for student progression.

2.3 Promotion

2.3.1 Retention/Promotion

The intent of the Legislature is that each student's progression from one grade to another be determined, in part, upon student mastery in reading, writing, science, social studies, and mathematics; that District School Board policies facilitate such proficiency; and that each student and his or her parents are informed of the student's academic progress. Retention decisions must be based on more than one test score.

Throughout the school year, appropriate procedures shall be followed by the classroom teacher to observe and evaluate each student's performance. Strategies determined by the Multi-Tiered Systems of Support (MTSS) process will be used to address the needs of all children. Each school shall organize remedial and individual instructional procedures for those students who do not meet appropriate levels of performance. Any student who is not reading on grade level must be provided with interventions in reading to improve specific reading deficiencies, as identified by a valid and reliable diagnostic assessment. Interventions will include targeted, evidence-based, explicit, systematic, and multisensory instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Instructional supports: may be offered in one of the following ways:

- Supplemental tutoring, in scientifically research-based reading services, in addition to the regular reading block. Small group teacher-led differentiated instruction utilizing an evidence-based sequence of reading instruction in order to meet individual student needs which may begin during the ninety (90) minute block but must extend outside of the reading block. The

student cannot be pulled out of the ninety (90) minute block.

- .Explicit, systematic, individualized reading instruction based on student need, provided by a teacher endorsed or certified to teach reading occurring in addition to core instruction and Tier 2 interventions.

If a student is retained because he/she has not had his/her deficiency remedied, a staff committee appointed by the principal will review the student's record and develop/revise a Progress Monitoring Plan (PMP). School personnel will use all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. 1008.25, F.S.

Consistent with the requirements of the State Board of Education rule, the determination for retention/promotion/acceleration of exceptional students will be based upon goals and objectives as outlined in each student's educational plan (IEP/EP) and established standards. Other data may be considered.

Any student who is absent thirty (30) or more days during a school year and does not pass all core courses and/or does not meet acceptable levels of performance in reading, writing, mathematics, social studies, and science may be retained, subject to administrative review.

Regular attendance is essential for student success in school. Parents are responsible for ensuring that students attend school each day. Schools are required to notify parents of excessive absences and excessive tardies. 1003.24, 1003.26, F.S.

2.4 Student Progression for Retained Grade 3 Readers

2.4.1 Grade 3 Retention

Any Grade 3 remediated student who does not score at Level 2 or higher on the Florida Standards Assessment in English Language Arts (ELA) MUST be retained and placed in a program that is different from the previous year's program and takes into account the student's learning style. When a student transfers into the school after the administration of the Florida Standards Assessment in Grade 3, the school will assess the student's reading proficiency at the end of the year to determine if the student needs to repeat Grade 3.

The District will provide written notification to the parent of any student who is retained in Grade 3 as a result of a reading deficiency as evidenced by scoring Level 1 on the ELA portion of the Florida Standards Assessment. The letter will state that the child has not met the proficiency level required for promotion and the reasons

the child is not eligible for a Good Cause Exemption. The notification will include a description of proposed interventions and support that will be provided to remediate the child in reading deficient areas.

Retained Grade 3 students must be provided with intensive interventions in reading to improve specific reading deficiencies, as identified by a valid and reliable diagnostic assessment and to prepare them for promotion to the next grade. Intensive intervention will include participation in the District's summer reading camp; and evidence-based, explicit, systematic multi-sensory reading instruction provided within and beyond ninety (90) uninterrupted minutes by a highly effective teacher who is also certified or endorsed in reading.

Each school must conduct a review of each Grade 3 student who did not score above Level 1 on the ELA portion of the Florida Standards Assessment and who did not meet the criteria for a Good Cause Exemption for promotion. The review will address additional support and services needed to remediate the identified areas of reading deficiency.

A portfolio will be completed for each Grade 3 student who did not score above Level 1 on the ELA portion of the Florida Standards Assessment. The portfolio must contain evidence of mastery of the Florida Standards. If a portfolio already exists for a student, it can be continued.

Each Grade 3 student retained as a result of a reading deficiency as evidenced by scoring at Level 1 on the Grade 3 Florida Standards Assessment shall be provided with intensive instructional services and support to remediate the identified areas of reading deficiency. An intensive program of instruction will be used to assist in increasing a student's reading level at least two (2) levels in one (1) year. Weekly progress monitoring will occur in this setting. A minimum of ninety (90) minutes of daily, uninterrupted, evidence-based reading instruction and other strategies prescribed by the School District will be provided by a teacher who is certified or endorsed in reading and is a highly effective teacher as determined by student performance data and above satisfactory performance appraisals. Instruction and interventions may include the following:

- immediate intensive intervention (small groups of three to five [3-5] students served in addition to the ninety [90] minute reading block)
- integration of content-rich texts in science and social studies within the ninety (90) minute block
- small group instruction
- reduced teacher-pupil ratios

- more frequent progress monitoring
- tutoring and mentoring
- transition/acceleration classes containing 3rd and 4th grade students
- extended school day, week, or year
- summer reading camp
- altered instructional day
- parent workshop, offered by the District or schools

A student who has been retained two (2) or more years will be offered an intensive reading acceleration course determined by the School District. These students must have a minimum of one hundred twenty (120) minutes per day of content-area reading instruction with the opportunity to master Grade 4 standards, and an additional sixty (60) minutes of intervention provided in small group and with the use of explicit, systematic, and multi-sensory reading interventions proven to accelerate student reading achievement. The interventions must include intensive language, phonics, and vocabulary instruction. A speech-language therapist may provide support as necessary. A read at home plan will be provided. 1008.25, F.S.

The District shall provide a student who has been retained in Grade 3 and who has received intensive instructional services but who is still not ready for grade promotion, as determined by the District, the option of placement in a transitional instructional setting. In this setting, students will be provided with intensive reading remediation. Such settings shall be specifically designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency.

A mid-year promotion plan is in place for retained Grade 3 students who can demonstrate that they are successful and independent readers, who are reading at or above grade level, and who are ready to be promoted to Grade 4. Subsequent assessments, alternative assessments, and a portfolio may be used to reevaluate any student who is retained.

Students promoted during the school year after October 30 must demonstrate proficiency above that which is required to score at Level 2 on the Grade 3 Florida Standards Assessment. The Star Reading Assessment will be the assessment used after November 1 to determine promotion.

A student may be exempt from mandatory retention in Grade 3 based on one (1) of the following good cause exemptions. 1008.25, F.S.

Good cause exemptions are limited to the following:

- Limited English Proficient (LEP) students with fewer than two (2) years of English for Speakers of other Languages (ESOL) instruction;
- Students with disabilities whose Individualized Education Plan (IEP) indicates participation in Florida Standards Assessment is not appropriate;
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
- Students who demonstrate, through student portfolios, that they are reading on grade level as evidenced by demonstration of mastery of the Florida Standards in reading equal to at least a Level 2 performance on the Florida Standards Assessment;
- Students with disabilities who participate in the Florida Standards Assessment and who have an IEP or a 504 plan which states that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained at least once in kindergarten through Grade 3; or
- Students who have received the intensive remediation in reading for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in K-3 for a total of two (2) years.
- A student may not be retained more than once in third grade.

Requests for good cause exemptions from the mandatory retention requirement in Grade 3 must include documentation submitted from the teacher to the school principal that indicates the promotion of the student is appropriate and is based upon the student's academic record. The principal must review and discuss the documentation with the teacher to make the determination in writing to the District School Superintendent or designee. The District School Superintendent or designee shall accept or reject in writing the school principal's recommendation.

2.5 Reporting Student Progress to Parents

2.5.1 Reporting Academic Progress

Parents/guardians of students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. Parent conferences are strongly encouraged as

a means of communicating student progress. Progress reporting must be provided as requested by the parent in a format adopted by the District School Board. The District provides ongoing computer access to student grades and other records through a Parent Portal located on the District website.

Each student's progression from one grade to another shall be determined in part upon proficiency in reading, writing, science, social studies, and mathematics. 1008.25, F.S.

An annual report must be provided to the parent/guardian of each student on the student's progress toward achieving state and District expectations for proficiency in reading, writing, science, social studies, and mathematics, including results on each statewide assessment, classroom work, observations, tests, District and state assessments, and other relevant information. 1008.25, F.S.

Parents will be notified as soon as it is apparent that the student may be retained or that the student is doing unsatisfactory work in any course or grade. Principals will establish the procedure for notification.

2.5.2 Report Cards

Report cards are issued for all elementary students four (4) times per year at the conclusion of each grading period. The students' academic performance in grades K-5 must be based upon evaluations as well as written papers, class participation, and other academic performance criteria and must include the student's performance and non-performance at his/her grade level.

Report cards will be used to notify parents of student progress for each nine (9) weeks. These report cards must clearly depict the following:

- the student's conduct and behavior;
- grades;
- the student's attendance, including excused and unexcused absences and tardies; and
- the teacher's comments.

Final report cards for the school year contain a statement of end-of-the-year status of performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or retention. 1003.33, F.S.

2.5.3 Progress Reporting for Kindergarten Students

A reading progress report is provided each nine weeks to: inform parents of student

progress in learning foundational reading skills, provide suggestions for working on reading with students at home, and inform parents that insufficient progress may indicate the need for retention.

2.5.4 Grading System K-5

The grading system and interpretation of letter grades used with all students in Grades 1 -5 shall be as follows:

A+	100 – 99	C+	79 – 78	F	59 – 0
A	98 – 92	C	77 – 72	E	– Excellent
A-	91 – 90	C-	71 – 70	S	– Satisfactory
B+	89 – 88	D+	69 – 68	N	– Needs More Time and Help
B	87 – 82	D	67 – 62	U	– Unsatisfactory
B-	81 – 80	D-	61 – 60	I	– Incomplete

The following symbols are used for K-5 students who are in physical education, visual arts, music, dance, and/or theatre classes.

S - Satisfactory
N - Needs more time and practice
U - Unsatisfactory

Kindergarten students receive S, N, or U for all content areas. K-5 students enrolled in courses based on the Florida Standards-Access Points will receive grades of S, N, or U.

2.5.5 Elementary Students Performing Below Grade Level

The report card will include a statement indicating the student is below grade level for a student in either language arts or mathematics whose instructional level is one or more grade levels lower than the student’s assigned grade. If the student’s performance is below grade level, report card grades should indicate the same.

2.5.6 ESE Students Enrolled in General Curriculum Courses

A grade of “F” can be assigned when sufficient and appropriate IEP accommodations have been implemented and the student demonstrates a lack of progress. Student lack of progress should be addressed through the IEP review process before a semester grade of “F” is assigned. Therefore, an IEP review should take place when a student receives a grade of “F” for the first or third nine

(9) week grading period. This review should result in appropriate interventions to address the failing grade.

Section 3: Middle School Education

3.1 Curriculum

The District shall provide all courses required for middle grades promotion and appropriate instruction to ensure students meet State Board of Education adopted statewide standards in the following subject areas: English/Language Arts (ELA), mathematics, science, social studies, foreign languages, health and physical education, career education planning, and the arts.

3.2 Core Courses

Promotion from a school comprised of Grades 6 – 8 requires that a student must successfully complete year-long Level Two (2) or higher courses in the following subject areas:

- A. three (3) middle school or higher courses in ELA, emphasizing literature, composition, and technical text.
- B. three (3) middle school or higher courses in mathematics.
- C. three (3) middle school or higher courses in social studies, one (1) semester of which must include the study of state/federal government and civics education. A State End of Course (EOC) assessment in Civics is required. The EOC counts as thirty percent (30%) of the student's year's average.
- D. if a student transfers into a Florida public school, the student must be enrolled in Civics and take the Civics EOC. The results will count as thirty percent (30%) of the course grade to meet the Civics requirement for promotion. If the student transfers after the beginning of the second term of eighth grade and the student has had three (3) social studies courses or two (2) year-long courses in social studies including Civics education, he/she will not be required to meet the Civics requirement for promotion.
- E. three (3) middle school or higher courses in science.
- F. one (1) semester course in Personal Development and Career Planning which results in the completion of a personalized academic and career plan.
 - 1. The middle school curriculum shall include instruction in human sexuality and pregnancy prevention through this course. Any student whose parent/guardian makes a written request to the school principal shall be exempted from the teaching of reproductive health or disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.
 - 2. The curriculum will include career and education planning instruction

resulting in the completion of a personalized academic and career plan for the student.

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

Students in Grades 6, 7, or 8 who are not enrolled in schools with a middle grades configuration are subject to these same requirements. 1003.4156, F.S.

3.3 Elective Courses

A. Physical Education

The equivalent of one (1) class period per day of physical education for one (1) semester of each year is required for all students enrolled in Grades 6 – 8. This requirement shall be waived for a student required to enroll in a remedial course or for a student whose parent/guardian requests in writing to enroll the student in another course from among those offered as options or indicates the student is participating in physical activities outside the school day that equal or exceed the mandated requirement. 1003.455, F.S.

As a local requirement, all middle school students are required to participate in two (2) semesters of physical education annually unless an approved waiver is obtained.

B. Fine Arts

Students are encouraged to involve themselves in the fine arts programs offered at their middle school. In the musical arts, all of the middle schools offer band for Grades 6 – 8. Most schools offer strings for Grades 6 – 8. Many schools offer chorus and/or general music. In the visual arts, many schools offer visual art to one or more grade levels.

C. Foreign Language

Foreign language courses are available on a limited basis. Examples of foreign language offerings include Spanish and Chinese. (Not available at every middle school.) Middle school students completing a foreign language two-course or three-course sequence will be awarded one foreign language high school credit for successfully completing the course and passing the EOC examination.

D. Career-Themed Courses

Career-Themed courses are designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations in order to assist students in making informed decisions regarding their future academic and occupational goals. Middle schools may offer a career and technical education course for which students may earn high school credit.

3.4 Acceleration

There are multiple ways that middle school students can accelerate with both middle and high school courses. Most middle schools offer acceleration options on their campuses through both face to face and online coursework in many subject areas and these vary by school. Some courses also have an Honors designation for high school courses. However, honors high school courses taken in middle school will not impact high school ranking.

3.4.1 Virtual Instruction/Dual Enrollment

Middle school students who wish to accelerate their course progression may consider virtual options through Escambia Virtual Academy (EVA), Florida Virtual School (FLVS), and other learning platforms. Students have access to both middle and high school courses and must be allowed to take an online course as part of the student's full day curriculum (during the school day).

Middle school students who meet specified requirements may enroll in a dual enrollment (postsecondary) course creditable toward a high school diploma, vocational certificate, or associate degree. To enroll in a course, a middle school student must be proficient on required state assessments, achieve appropriate placement scores on a state-approved placement examination in reading, writing, and mathematics, be in good standing with the School Board, have completed three (3) high school credits, and have at least a 3.0 or higher unweighted high school GPA to qualify for college courses within the associate degree and a 2.0 or higher unweighted high school GPA to qualify for vocational certificate dual enrollment courses. Qualifying scores on the Postsecondary Education Readiness Test (P.E.R.T.), SAT, and ACT can be found at [Pensacola State College \(PSC\)](#) and at [University of West Florida \(UWF\)](#).

Middle school students who want to take an online course and/or dual enrollment must check with and receive prior approval from their guidance counselor before registering for a course. The guidance counselor will determine if the course is academically appropriate for the student based upon the course prerequisites and the student's academic history and age. If appropriate, the counselor will approve the course. If the course request is not appropriate, the request will be denied.

Online dual enrollment is not available for middle school students. High school coursework taken in middle school becomes part of the official high school transcripts and will count in the high school GPA calculation. Honor designation in a high school course taken while in middle school will not impact high school ranking.

For additional acceleration options, see Section 6.

3.4.2 Mathematics

Each middle school must offer at least one (1) high school mathematics course for which students may earn high school credit. A student taking high school Algebra 1 must take the Algebra 1 EOC assessment. The EOC results will count thirty percent (30%) of the final course grade and a passing grade must be earned in the course. Earning a proficient score on the Algebra 1 EOC assessment is a requirement for high school graduation. If the final grade for Algebra 1 is a passing grade, the student receives course completion on his/her transcript and may be promoted.

In order to earn high school credit in Geometry, the student must take the EOC assessment. The EOC results will count thirty percent (30%) of the final course grade and a passing grade must be earned in the course.

3.4.3 Science

Middle schools may offer a high school science course for which students may earn a high school credit. High school students are required to complete three (3) equally rigorous science courses. High school coursework taken in middle school becomes part of the official high school transcript and will count in the high school GPA calculation.

3.4.4 Safeguards

A student who is not performing at proficiency levels in a high school core academic course in middle school may be moved back to the equivalent eighth grade course during the first nine (9) weeks. The decision should be made with the teacher, parent, student and school administration. If the student remains in the high school course beyond the first nine (9) week grading period, he/she must complete the first semester. If the student is moved to the equivalent eighth grade course at the end of the first semester, his/her third and fourth nine (9) weeks grades will be averaged together to calculate the final grade. After second semester begins, the student may not have his/her course of record changed.

Students who have completed their middle school course requirements and are taking high school courses as part of their normal progression may not be moved to equivalent middle school courses.

3.4.5 Grade Forgiveness

Middle school students taking high school courses on the middle school campus who receive a grade of “C”, “D”, or “F” will be allowed the replacement of the grade with a “C” or higher earned subsequently in the same or comparable course. If a student repeats a course for grade forgiveness and makes the same or lower grade, only one grade (highest grade) earned will be included in the calculation of the student’s grade point average. The course that was repeated can only count once towards the total number of credits required for graduation.

3.5 Overage Middle School Students

Students who enter sixth grade having repeated one (1) or more years of school have the opportunity to accelerate their middle school years. Students are required to successfully complete all core courses required for promotion but may be given additional opportunities that allow for acceleration. Students may be considered for mid-year promotion from Grade 6 to 7 or Grade 7 to 8 at the end of the first semester if it has been determined that the standards for successful course completion have been met and the student will benefit from instruction at the next higher grade. Mid-year promotion requires approval of the school principal.

3.6 Early Warning System

Throughout the school year, appropriate procedures shall be followed by the classroom teacher to observe and evaluate each student's performance. Strategies determined by the Multi-Tiered System of Support process will be used to address the needs of all children. Each school shall organize remedial and individual instructional procedures for those students who do not meet appropriate levels of performance.

Middle schools use an early warning system to identify students needing additional support to improve academic performance and stay engaged in school. The early warning system includes the following indicators:

- Attendance below ninety percent (90%) regardless of excused or unexcused, including out-of-school suspension
- One or more in- or out-of-school- suspensions
- Course failure in English/Language Arts or mathematics
- Level 1 score on statewide standardized assessments in English/Language Arts or mathematics

A student who is not meeting the District or state requirements in ELA and/or math must be covered by one (1) of the following plans to target instruction and identify ways to improve his/her academic achievement:

1. a federally required student plan, i.e.: Individual Education Plan (IEP);
2. a school-wide system of progress monitoring for all students (a student who scores Level 4 or above in the specific subject area statewide assessment may be exempt from participation by the principal); or

3. an individualized progress monitoring plan.

Progress monitoring will be designed to assist the student or the school in meeting state and District expectations for proficiency. Schools shall determine the supplemental strategies that are most appropriate for each student. Strategies may include, but are not limited to, modified curriculum, curriculum suspension (only elective, non-core courses may be suspended), reading instruction, after school instruction, tutoring, mentoring, class size reduction, course recovery, and extended school year (eligible ESE students with disabilities only). 1008.25, F.S.

3.7 Student Proficiency

A student's progression from one grade level to another is determined in part on proficiency in ELA, science, and mathematics. Each school board shall establish a comprehensive program for student progression that must include how well the student masters the performance standards approved by the State Board of Education. In addition, a student's specific levels of performance in ELA, science, and mathematics for each grade level, including the levels of performance on state assessments, shall be considered in determining proficiency levels. A student performing below proficiency levels must receive remediation or be retained in an intensive program that is different from the previous year's program that takes into account the student's learning style. 1008.25, F.S.

3.8 Reporting Progress

Throughout the school year, appropriate procedures shall be followed by the classroom teacher to observe, evaluate, and record each student's performance. Report cards are issued for all middle school students four (4) times each year at the conclusion of each grading period. Brown-Barge Middle School and J.H. Workman Middle School issue report cards three (3) times each year. The report card clearly depicts the student's grades and academic performance in each course based upon examinations as well as written papers, class participation, projects, and other academic performance criteria.

The report card must also include the student's behavior and attendance, including absences and tardiness. The student's final report card at the end of the school year will include end-of-year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or retention information. 1003.33, F.S.

3.9 Promotion and Retention

Annual grade placement shall be contingent upon successful completion of course performance standards. A student is expected to successfully complete a language arts, mathematics, social studies, and science year-long course in each grade level, to complete middle school in three (3) years. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or retention. 1008.25, F.S.

3.10 Grading System

The grading system and interpretation of letter grades used for all students other than ESE students enrolled in Access Courses shall be as follows:

Grade “A” equals 90% through 100%, has a grade-point average value of four (4), and is defined as outstanding progress.

Grade “B” equals 80% through 89%, has a grade-point average value of three (3), and is defined as above average progress.

Grade “C” equals 70% through 79%, has a grade-point average value of two (2), and is defined as average progress.

Grade “D” equals 60% through 69%, has a grade-point average value of one (1), and is defined as needs improvement.

Grade “F” equals 0% through 59%, has a grade-point average value of zero (0), and is defined as failure.

Grade “I” equals 0%, has a grade point average value of zero (0), and is defined as incomplete. 1003.437 F.S.

Grade “P” is defined as pass.

Other symbols may be used at Brown-Barge Middle School and J. H. Workman Middle School (ex. 1, 2, 3, 4).

3.11 Required Attendance

Regular attendance is essential for student success in school. Parents are responsible for ensuring that students attend school each day. Schools are required to notify parents of excessive absences and excessive tardies. 1003.24, 1003.26, F.S.

3.12 Promotion

- A. Students who fail one (1) or two (2) required core courses are promoted to the next grade. Students must recover all failed core courses prior to exiting middle school and entering ninth grade. The core courses are language arts, mathematics, social studies, and science. Students do not retake any course in which a passing grade of sixty (60) or above is earned.
- B. Students who fail three (3) or more required core courses are retained in the current grade. Students must recover all failed core courses prior to exiting middle school and entering ninth grade. The core courses are language arts, mathematics, social studies, and science. Students do not retake any course in which a passing grade of

sixty (60) or above is earned.

- C. A student with a disability who has been retained two (2) or more years may be offered other placement options. The Individual Education Plan (IEP) team will determine the appropriate placement for the students to whom this applies.
- D. Eighth grade students must successfully complete all twelve and one-half (12.5) core course requirements in order to be promoted to ninth grade.
- E. The State Civics EOC counts as thirty percent (30%) of the student's year average in Civics.

3.13 Supplemental Instruction

Supplemental instructional resources consistent with the Board's plan for student progression will be provided for students who fail to meet performance levels required for promotion. Such resources may include opportunities for course recovery and summer school (when available). Students and parents shall be notified of options available for course recovery. Options include District course recovery programs as well as successful completion of courses through Escambia Virtual Academy or other accredited online providers. 1008.25, F.S.

Appropriate alternative placement is available for a student who has been retained two (2) or more years. Placement decisions are made collaboratively with the principal, level director, and parent/guardian. 1008.25, F.S.

Section 4: High School Education

Florida standards for high school graduation are based upon the requirements of the K-20 Education Code. All graduation paths include opportunities for students to take rigorous academic courses designed to prepare students for their future academic and career choices.

Students in Grades 9-12 are enrolled in a minimum of six (6) credits during each year in high school in order to meet graduation requirements. The principal or designee is authorized, with written notification from the parent(s) or guardian(s), to waive the minimum requirement on an individual basis when a student qualifies for full-time dual enrollment or is a fifth year senior who needs fewer than six (6) credits to graduate.

4.1 Diploma Options

4.1.1 Standard Diploma

Graduation requirements for the twenty-four (24)-credit and eighteen (18)-credit standard diploma are summarized in the following chart. All requirements are subject to changes in state statute.

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

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

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

⁺Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

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

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

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

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in program completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits, including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate or Practical Arts is not required
- Online course is not required

24-Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** course may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1.5 Credit Physical Education
<ul style="list-style-type: none"> • To include the integration of health
7.5 Elective Credits
1 Online Course
<ul style="list-style-type: none"> • Students must meet the state assessment requirements unless a waiver of assessment results is granted by the IEP team for students with disabilities. • Students must earn a 2.0 grade-point average (GPA) on a 4.0 scale for all cohort years

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

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

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements (per s. 1003.4285, F.S.):

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

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP or IB Biology 1 or U.S. History course; takes the respective AP or IB assessment; and earns the minimum score to earn college credit.

Merit Diploma Designation

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

What are the additional graduation options for students with disabilities?

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

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

What is the CAP?

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

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

State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

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

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable, stackable, workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

Where is information on financial aid located?

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

[Office of Student Financial Assistance](#)

4.1.1 Standard Diploma (continued)

- A. Waiver of Physical Education Courses and Performing Arts: A student may waive the state-mandated physical education courses and/or performing arts course requirement in the following ways:

Physical Education Activity Elective	Waiver Number and Description of Waiver
<p>Completion of two (2) full seasons in a high school sport at the junior varsity or varsity level will fulfill the state-mandated physical education courses (one-half [.5] credit personal fitness and one-half [.5] credit physical education), but credit will not be awarded.</p>	<p>1500410 - INTERSCH SSN 1 – COM (completion of interscholastic sport season 1) 1500420 - INTERSCH SSN 2 – COM (completion of interscholastic sport season 2)</p>
<p>One (1) semester of marching band with a grade of “C” or higher waives the one-half (.5) credit requirement of a physical education activity elective. <i>(NOTE: Another option is to have this waive the performing arts requirement.)</i> The student must still take the one-half (.5) credit Personal Fitness class to complete the requirement.</p>	<p>1500440 - MCHG BAND PE WAIVER (Marching Band PE waiver)</p>
<p>One (1) semester of a dance class waives the one-half (.5) credit requirement of a physical education activity elective. <i>(NOTE: Another option is to have this waive the performing arts requirement.)</i> The student must still take the one-half (.5) credit Personal Fitness class to complete the requirement.</p>	<p>1500445 - DANCE WAIVER (Dance waiver)</p>

<p>Two (2) years in a JROTC class (1500450 and 1500460) waives the one-half (.5) credit physical education activity elective <u>AND</u> the full one-credit performing arts requirement (also 1500480). The student must still take the one-half (.5) credit Personal Fitness class to complete the requirement.</p>	<p>1500450 - JROTC/PE YR1 WAIVER (JROTC Physical Education waiver: completion of year 1) 1500460 - JROTC/PE YR2 WAIVER (JROTC Physical Education waiver: completion of year 2) 1500470 - JROTC/PE WAIVER COMP (completion of JROTC year 1, JROTC year 2, and Personal Fitness course) 1500480 - JROTC/PE/PF WAIVER</p>
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- B. The School Board of Escambia County allows students to waive the District required one-half (.5) credit in physical education in the following ways:

Participation in a fine arts or JROTC program for four (4) years earning a minimum of four (4) credits in that program will fulfill the School Board requirement of one-half (.5) credit in physical education.

Participation in the following programs will meet this waiver requirement: Art Education, Dance Education, Music Education, Theater Education, and Junior Reserve Officer Training Corps (JROTC).

Completion of three (3) credits of sequential course work in a career and technical education program (as identified by Florida Gold Seal Vocational Scholars or Board approved career academy) will fulfill the School Board requirement of one-half (.5) credit in physical education.

A medical exemption for physical education requirements can be obtained if a Florida licensed physician certifies in writing that taking physical education would harm the student; however, the state-mandated physical education courses (one-half [.5] credit personal fitness and one-half [.5] credit physical education) will be modified to exclude physical motor activities. The student is required to complete all cognitive requirements.

- C. Industry Certification Substitutions for Mathematics and Science

Industry certifications (IC) that lead to college credit may substitute for up to two (2) mathematics credits and up to one (1) science credit toward high school graduation. The IC mathematics substitutions may not be used to substitute for Algebra 1 or Geometry requirements. The IC science substitution may not be used to substitute for the Biology 1 requirements. 1003.4282, F.S.

Industry certification substitution course numbers and titles are as follows:

- 1200998, Industry Certification Math Substitution 1 (MA subject code)
- 1200999, Industry Certification Math Substitution 2 (MA subject code)
- 2000999, Industry Certification Science Substitution (EQ subject code)

One (1) qualifying industry certification attainment equates to one (1) substitution credit. A student would need to earn three (3) distinct industry certifications tied to college credit in order to earn the maximum three (3) substitution credits (two [2] for math, one for science). The eligible industry certifications that are tied to statewide college credit may be found at <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>.

Section 1007.2616 F.S. further provides the opportunity for students to earn one (1) credit in a computer science course as identified in the Florida Course Code Directory to satisfy one (1) credit in mathematics (with the exception of Algebra 1 or Geometry) or up to one (1) credit of the science requirement (with the exception of Biology 1). The lists of eligible [computer science courses](#) and related industry certifications are provided in the Course Code Directory.

D. Online Course Requirement

The Online Course Requirement requires that at least one course within the twenty-four (24) credits required for a standard high school diploma must be completed through online learning. The options for meeting this requirement include:

- An online course taken in grades six (6), seven (7), or eight (8);
- An online course taken through Florida Virtual School, an SBE-approved virtual education provider, a high school, or an online dual enrollment course;
- Completion of a blended learning course;
- Completion of a course in which a student earns a nationally-recognized industry certification in information technology (as identified on the CAPE Industry Certification Funding List); or
- Passage of an information technology certification examination without enrollment in or completion of the corresponding course.

E. Apprenticeship and Pre-Apprenticeship

A student who earns credit upon completion of an apprenticeship or pre-apprenticeship program registered with the FDOE may use such credit to satisfy the high school graduation credit requirements for

- Fine or performing arts, speech and debate, or practical arts;
- Electives

Apprenticeship and pre-apprenticeship programs from which earned credit may be used are identified in the Course Code Directory. 1003.4282, F.S.

4.1.2 International Baccalaureate (IB) Diploma

Students who complete the IB diploma curriculum will satisfy District and state graduation requirements. If a student withdraws from the IB Program, he/she will be required to complete all District and state requirements for graduation. A student who withdraws from the IB program and who intends to be eligible for the Florida Bright Futures Program must meet all requirements stipulated for students not enrolled in the IB Program.

Upon successful completion of all ninth and tenth grade prerequisites, IB diploma candidates will complete the following requirements during their junior and senior year:

Group 1: English: 2 courses (credits)

Group 2: Language Acquisition: 1-2 courses (credits) pending successful completion of prerequisites courses

Group 3: Individuals and Societies: 1-2 courses (credits) pending on the track selected

Group 4: Science: 1-2 courses (credits) pending on the track selected

Group 5: Math: 1-2 courses (credits) pending on the track selected

Group 6: The Arts: 1-2 courses (credits) pending on the track selected. Students may substitute a subject from one of the other IB subject groups in place of their group 6.

Theory of Knowledge: 2 courses (credits)

Students must successfully complete CAS requirements and Extended Essay requirements in order to complete the IB program. In addition, students must complete all IB internal assessments and external assessments and sit for all IB exams. Students will receive a high school diploma if they complete all of the requirements stated.

In order for students to receive an IB diploma, students must receive a cumulative total of twenty-four (24) points or higher on their IB assessments and meet a set of conditions designated by the International Baccalaureate in order to obtain the full IB diploma.

4.1.3 Standard Diploma - Adult Education

A student in an adult general education program will be awarded a standard diploma if the student meets the eighteen (18) credit or twenty-four (24) credit graduation option and passes all high school statewide standardized assessments (or earns a passing concordant and/or comparative score as approved by State Board of Education) and maintains a GPA in accordance with State of Florida guidelines. Requirements for the adult standard high school diploma (eighteen [18] credit option) are:

- Four (4) credits in English/Language Arts;
- Four (4) credits in mathematics;
- Three (3) credits in science – laboratory requirement waived;
- Three (3) credits in social studies;
- Four (4) credits in electives (18-credit option); and
- a cumulative GPA of 2.0 on a 4.0 scale

A student who earns the required credits but fails to pass the required assessments or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the State Board of Education.

4.1.4 Certificate of Completion

A certificate of completion will be awarded to any student who meets state and district credit requirements but who fails to meet the GPA and/or statewide standardized assessments requirement to receive a standard high school diploma. Any student who is otherwise entitled to a certificate of completion may elect to remain in the secondary school as either a full-time student or a part-time student for up to one (1) additional year and receive special instruction designed to remedy his or her identified deficiencies. A student who meets all requirements except the must-pass assessment(s) will receive a College Placement Test Eligible Certificate of Completion and may be admitted to remedial or credit courses at a Florida College System institution as appropriate. Once the student satisfies all requirements for a standard high school diploma, the student will receive the diploma. 1003.433, F.S.

4.1.5 State of Florida High School Equivalency Diploma (General Educational Development-GED®)

Any candidate for a State of Florida high school equivalency diploma shall be at least eighteen (18) years of age on the date of examination unless he/she has a District Test Waiver. In extraordinary circumstances determined jointly by District and school-based officials, the candidate who is at least sixteen (16) years of age may enroll in GED® classes. A minimum of thirty (30) class days is required before the candidate is eligible to take the GED® test. However, if candidates' Test of Adult Basic Education (TABE) scores are high enough and they pass all four (4) sections of the official GED® Practice Test, they may be eligible to be Fast Tracked. Special assistance to obtain a State of Florida high school equivalency diploma may be given only when a student completes all graduation requirements except for the required cumulative grade point average. Eligibility to test is determined by the instructor. 1003.435, F.S.

4.1.6 Career and Technical Education (CTE) Graduation Pathway Option

Receipt of a standard high school diploma awarded through the CTE Pathway Option requires the student's successful completion of at least eighteen (18) credits and achievement of a minimum GPA of 2.0 on a 4.0 scale.

These credits are fulfilled by meeting the following credit requirements:

- English Language Arts (ELA) – Four (4) credits
 - ELA I, II, III, and IV
- Mathematics – Four (4) credits
 - One (1) credit in Algebra I, one (1) credit in Geometry, and two (2) additional credits.
- Science – Three (3) credits
 - One (1) credit in Biology I and two (2) credits in equally rigorous courses.
- Social Studies – Three (3) credits
- Career and Technical Education – Two (2) credits
 - A student must earn an industry certification.
- Work-based Learning – Two (2) credits

A student must fulfill the corresponding assessment requirements.

Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry).

Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1).

4.2 Accelerated Graduation

High school students and parents are provided information during spring registration which describes all acceleration mechanisms available to students. Students who qualify on state student assessment tests and who meet District requirements may graduate under special programs in lieu of regular graduation progression procedures. Each high school will provide students information regarding courses that can earn college credit to include Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and dual enrollment courses; career academy courses that lead to national industry certification; and virtual instruction. Each high school offers either a combination of at least four (4) courses in dual enrollment or AP, including one (1) in each of the four (4) major disciplines, or an IB Program. The opportunities for acceleration are described below. For additional information on acceleration options, see Section 6.

A. Dual Enrollment

Students who meet specified requirements may enroll in a postsecondary course creditable toward a high school diploma, vocational certificate, or an Associate or Baccalaureate degree as a part-time or early admission student under a current articulation agreement and District guidelines. Qualifying scores on the Postsecondary Education Readiness Test (P.E.R.T.), SAT, and ACT can be found at [Pensacola State College \(PSC\)](#) and at the [University of West Florida \(UWF\)](#). In addition, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted GPA. Students who meet eligibility requirements and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees. 1007.271, F.S.

Weighting of each dual enrollment course will be equivalent to Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education courses when grade point averages are calculated.

Dual Enrollment policies and procedures can be found in the [PSC Dual Enrollment Articulation Agreement](#) and in the [UWF Dual Enrollment Articulation Agreement](#). The Dual Enrollment Course Equivalency list can be found on the FLDOE [website](#).

B. Advanced Placement (AP)

Advanced placement courses are offered by the Advanced Placement Program and administered by the College Board. Most colleges and universities in the United States and institutions in other countries grant credit and placement for an AP Exam score of three (3) or higher. Students shall be exempt from the payment of any fees.

C. International Baccalaureate (IB)

Successful completion of IB Program examinations are used to earn postsecondary credit at state colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations.

D. Career and Technical Dual Enrollment

Career and technical dual enrollment courses are provided as a curricular option for secondary students to earn a series of elective credits toward the high school diploma. Career and technical dual enrollment opportunities are available for secondary students seeking a degree or certificate from a complete career program and shall not be used to enroll a student in isolated career courses.

Students may dual enroll in postsecondary adult vocational courses at the School District's George Stone Technical College. Students are enrolled through the District's share-time agreement with the student's home high school. Students enrolled in George Stone dual enrollment courses may earn multiple elective credits as needed for graduation requirements. Weighting of each dual enrollment course will be equivalent to Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education courses when grade point averages are calculated.

Students enrolled in postsecondary instruction, i.e. courses not creditable toward a high school diploma, shall be required to assume the cost of instructional materials.

In order for a student to earn credit under this program, he/she must meet all conditions set by the postsecondary institution.

E. Credit Acceleration Program (CAP)

A secondary student may earn high school credit in a course without being enrolled in the course through the following options. Students are permitted to take the assessment or examination during the regular administration of the assessment or examination.

- pass the statewide, standardized end-of-course assessment in Algebra I, Geometry, U.S. History or Biology I
- pass the Advance Placement (AP) examination
- pass College Level Examination Program (CLEP) examination

A transfer student cannot use a comparative score to earn Algebra 1 credit via the acceleration program.

F. Early Admissions

Students may attend either Pensacola State College (PSC) or the University of West Florida (UWF) full time during their junior and/or senior years as part of the Early Admissions Program. To qualify at UWF, a 3.0 GPA is required as computed by the

University's Office of Admissions. PSC's requirement is a 3.0 unweighted GPA. In order to be considered a full-time Early Admission Dual Enrollment student, the student must enroll in a minimum of twelve (12) college credit hours (or four [4] courses) plus companion labs as appropriate on the college campus each semester as a junior and senior, but may enroll in up to fifteen (15) college credit hours (or five [5] courses) plus companion labs as appropriate on the college campus each semester as a senior. Also, a student may enroll in up to six (6) hours (or two [2] courses) plus companion labs as appropriate on the college campus in each summer semester.

G. Gifted Content Courses

Gifted content courses involve restructuring of basic content area courses to provide gifted program offerings that meet the needs of gifted students who require services beyond the general curriculum. Participation in these courses requires identification under 6A-6.03019, F.A.C.

H. Credit by Examination

This option is a mechanism through which postsecondary credit may be earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education specifies the minimum scores required for an award of credit in the statewide articulation agreement.

I. Escambia Virtual Academy

High school students may accelerate course completion through virtual instruction. Escambia Virtual Academy (EVA) offers multiple pathways for acceleration with courses delivered through numerous learning platforms. School guidance counselors assist students and families in determining what is academically appropriate. EVA is a district school operating on the same school district calendar consisting of three distinct terms: fall semester, spring semester, and the summer. EVA utilizes curriculum from numerous platforms. Certified teachers from Escambia County School District facilitate all courses. EVA is Cognia (formally AdvancED) accredited and courses result in credit that is fully recognized by universities and Florida Bright Futures. A list of EVA courses is available at www.escambiavirtual.org.

EVA courses can be accessed any time of the day or week from home or school. Virtual learning labs are available for students as part of the regular school schedule. During the fall and spring semesters, students may actively work in one (1) additional course above what is assigned as part of the full-time school schedule. During the summer term, students may actively work in two (2) courses at any time. An exception to registration limits may be made for seniors needing credit in order to meet graduation requirements or for students attempting to utilize an accelerated option for graduation during the last year of enrollment only. Exceptions must be requested and approved by the school principal or designee.

Home school students may choose EVA as a curriculum provider for part-time enrollment. A student wishing to enroll full time in Escambia Virtual Academy must withdraw from the assigned school. Full-time enrollment will provide an opportunity to earn a high school diploma equivalent to those offered in traditional school settings. Students enrolling full time are public school students and will be required to participate in all state required assessments.

J. Credit Recovery

Students in Grades 9-12 may participate in a credit recovery course. Credit recovery courses are offered through Escambia Virtual Academy and Adult General Education at various school locations. Enrollment is limited to core curricula courses for credit recovery as defined by the Department of Education. Those courses include courses offered in Grades 9-12 that are measured by state assessment at any grade level and courses that are specifically identified by name in statute as required for high school graduation and that are not measured by state assessment, excluding any extracurricular courses.

All students must have approval from the high school principal or designee to enroll in a credit recovery course. To earn credit, students must pass one hundred percent (100%) of the standards in which they are deficient at a minimum of seventy percent (70%) mastery level and may not exceed the number of absences as specified for each session. Students who wish to participate in co-enrolled/credit recovery courses must not have a pattern of excessive absenteeism (fifteen [15] unexcused absences within ninety [90] calendar days), a record of habitual truancy, and/or a history of disruptive behavior in school. Credit recovery courses should only be used for credit recovery, grade forgiveness, or remediation for students who need to prepare for an EOC assessment re-take. 1011.80, F.S.

K. Performance-Based Exit Option Model

The purpose of this program is to provide at-risk students an opportunity to complete their high school education and enter employment or higher education. The Performance-Based Exit Option Model is not an early exit option for students and may be used only when a student is at risk of not graduating with his/her cohort group. In Florida, the Performance-Based Exit Option Model provides an opportunity both for students enrolled in Dropout Prevention Programs and for overage students. Students passing both the GED Test and required Florida Standards assessments are eligible to receive a State of Florida High School Standard Diploma. A student who passes only the GED Test may be awarded a State of Florida High School Performance-Based Diploma (GED).

If a student is to be successful on the GED Test, he/she must possess high school level skills. Students who wish to participate in graduation exercises in May of each year should take the GED Test no later than March. Students who meet all requirements for the Performance-Based Exit Option Model are considered graduates and may not

return to school the following semester.

1. Student eligibility for the Performance-Based Exit Option Model includes the following:
 - students who are at least sixteen (16) years of age;
 - students who are currently enrolled in high school; and
 - students who are not eligible to graduate with the peer group with whom they entered kindergarten.

2. Requirements for participation in the program include the following:
 - signed parental approval form;
 - current participation in courses that meet high school graduation requirements;
 - deficiency in credits or GPA;
 - minimum reading score of Level 4 from the National Reporting System for Adult Education (NRS) at the time of selection (NRS Level 5 or higher at the time of the GED testing) as documented on the Test of Adult Basic Education (TABE) 11/12 or other DOE approved test to determine grade level proficiency; and
 - acceptable scores, one hundred forty five (145) or higher, on the official GED® practice tests administered under required testing conditions.

Parents must be informed that the student's transcript will indicate that he/she has selected an alternative program for graduation and that the final transcript will reflect only the high school course credits earned.

An exceptional education student with a disability must have an accompanying Individualized Education Plan (IEP). The IEP should indicate that the GED® Performance-Based Exit Option Model is an appropriate placement for the student.

4.3 Registration and Scheduling

The registration process takes place each year during second semester. This process is extremely important to both the student and to the school. The school develops a program as a result of the registration process that is based on the needs and requests of the students,

so it is essential that students and their parents consider carefully the courses they are selecting for the following school year. The school uses the information to determine the types of programs to develop, which courses to offer, and how many teachers to hire in each discipline. In order to meet the needs of all students, requests for changes to the student's schedule must be made by June 1. After the deadline, changes to courses for the following year are limited. Students who feel they have been inappropriately placed because of the difficulty of a course may request a change to a different course within the first two (2) weeks of school; however, those changes may be granted only when space is available to accommodate the change. The only changes that can occur after the first two (2) weeks of school are those in which a student needs a level change that is based on academic ability within a content area. The recommendation of the teacher must be included for the request to be considered. Level changes based on ability can occur only at the end of a grading period.

4.4 Summer School

Eligible students in Grades 9-12 may be given the option of attending summer school if offered by the District in accordance with the requirements of Florida K-20 Education Code and State Board of Education Rule and as approved by the School Board. Transportation will be provided by the District for elementary school students, for students with disabilities if required by IEP, and for any other District-mandated summer program. High school students may be provided academic opportunities in the summer. Exceptional students' IEP teams determine whether participation in extended school year (ESY) services is necessary and appropriate.

4.5 Mid-Year Promotion

Promotion at the high school level will be based on the number of credits earned by the student per graduation requirements. Mid-year promotions will be considered and will occur at the conclusion of each semester and at the end of summer break. Mid-year promotions must be approved by the principal.

4.6 Report Card and Grading System

Report cards are issued four (4) times per year at the conclusion of each grading period for all students except full-time virtual students. Virtual course grades are issued by semester. The parent portal in the Focus student information system allows parents and students to access grades in real time. The report cards clearly depict the student's grades and academic performance in each class or course based upon examinations as well as written papers, class participation, and other academic performance criteria. In addition, these report cards clearly depict the student's conduct and behavior and the student's attendance. Final report cards for the school year contain a statement of end-of-the-year status of performance or non-performance in each course in which the student is enrolled. Parents/guardians of students who have a cumulative GPA of less than one-half (.5) credit above the cumulative GPA required for graduation at the end of each semester in Grades 9, 10, 11, and 12 shall be notified that the student is at-risk of not meeting the graduation

requirements, 1003.33, F.S. This notification is made by including the cumulative GPA on the final report card.

The grading system and interpretation of letter grades used with all students in Grades 9-12 shall be as follows:

Grade “A” equals 90% through 100%, has a grade-point average value of four (4), and is defined as outstanding progress.

Grade “B” equals 80% through 89%, has a grade-point average value of three (3), and is defined as above average progress.

Grade “C” equals 70% through 79%, has a grade-point average value of two (2), and is defined as average progress.

Grade “D” equals 60% through 69%, has a grade-point average value of one (1), and is defined as lowest acceptable progress.

Grade “F” equals 0% through 59%, has a grade-point average value of zero (0), and is defined as failure.

Grade “I” equals 0%, has a grade-point average value of zero (0), and is defined as incomplete.

Grade “P” equals pass and does not impact GPA.

Grade “WP” equals 0%, does not impact grade point average, and indicates a student was withdrawn with a grade > 59% in a virtual course after grace period.

Grade “WF” equals 0%, does not impact grade point average, and indicates a student was withdrawn with a grade of 0% to 59% in a virtual course after grace period.

Schools may use a standards based grading system which identifies proficiency levels and grade equivalency.

4.7 Grade Forgiveness

The forgiveness policy for required courses is limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in another course. A student in the middle grades who takes any high school course for high school credit and earns a grade of “C”, “D”, or “F” is allowed replacement of the grade with a “C” or higher earned subsequently in the same or comparable course. If a student repeats a course for grade forgiveness and makes the same or lower grade, only one grade (highest grade) earned will be included in the

calculation of the student's grade point average. The course that was repeated can only count once towards the total number of credits required for graduation.

In Grades 9 through 12, a grade of "D" or "F" in any course that culminates in an EOC assessment may be replaced by one (1) of the following:

- Retaking a semester of the course
- Retaking the entire course
- Retaking the EOC assessment for that course
- Retaking both the course and the EOC assessment to improve the student's final course grade

If retaking the course, including the EOC assessment as thirty percent (30%), or retaking the EOC assessment results in a final course average of "C" or above, then this grade replaces the "D" or "F." If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one (1) credit is allowed per course; therefore, only one (1) grade per course will be included as part of the student's GPA.

4.8 Course Credit

4.8.1 Definition of Course Credit

For the purposes of requirements for high school graduation, one (1) full credit means a minimum of one hundred thirty-five (135) hours of bona fide instruction (one hundred twenty [120] hours on block schedule) in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP). Six (6) semester credit hours (three [3] in some courses) of instruction which are earned through dual enrollment and which satisfy the requirements of the District's inter-institutional articulation agreement also equals one (1) full credit. 1003.436, F.S.

The one hundred thirty-five (135) hours of bona fide instruction may be waived if the student has demonstrated mastery of the course requirement and Next Generation Sunshine State Standards/Florida Standards in fewer than the one hundred thirty-five (135) hours. This clarification includes summer school, performance-based instruction, or course modification that combines courses.

4.8.2 Earned Credit

Students shall demonstrate, as evidenced by assessment criteria, mastery of student performance standards for a course/program before credit will be awarded. Assessment of student mastery shall be determined by one (1) or more of the following:

- Objective Test
- Checklist
- Teacher Observation
- Performance Evaluation
- Product Evaluation
- Teacher Documentation

4.8.3 Awarding of Credit

Full Credit: A student enrolled in a full-year course shall receive one (1) full credit if the student successfully completes one (1) semester (either first or second) and fails the other semester and the average of the final grade for both semesters is a passing grade.

A student enrolled in a full-year course shall receive one-half (.5) credit if the student successfully completes one (1) semester but fails the other semester and the average of the two (2) final semester grades is less than a passing grade.

The exception to this rule is any course which requires a state EOC assessment. For those courses, credit is not awarded until the end of the year, based on the EOC assessment and the average of the two (2) semesters. One (1) full credit will be awarded at that time if the average is a sixty percent (60%) or higher.

Semester Credit: A student who successfully completes a semester of any course will be awarded one-half (.5) credit in that course. This credit will count toward grade promotion and graduation.

Some dual enrollment courses in the area of mathematics, science, English, and foreign language earn one (1) full credit in one (1) semester. The Dual Enrollment Course Equivalency list can be found at <http://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList1920.pdf>.

No student may be granted credit toward high school graduation for enrollment in any Level 1 course.

4.8.4 Exploratory Career and Technical Education (CTE) Courses

Students in Grades 7 - 12 who are enrolled for more than four (4) semesters in exploratory career and technical education shall not be counted as full-time

equivalent (FTE) students for this instruction. 1011.62, F.S.

4.9 Semester Exam

No semester exam exemptions are permitted for either semester. Semester exams will count twenty percent (20%) of the semester average. For courses which require a state mandated EOC assessment, the EOC will take the place of the second semester exam in that course. The EOC will be calculated as thirty percent (30%) of the course grade.

4.9.1 Semester Grade Calculation

Semester grades will be determined by averaging the two (2) nine-week grading periods at two-fifths ($2/5$) each and the semester exam grade at one-fifth ($1/5$).

For courses that require the completion of a Florida EOC assessment, the year average will be calculated using the criteria below:

- $YR\ AVG = (thirty\text{-}five\ percent\ [35\%]\ of\ the\ first\ semester\ average) + (thirty\text{-}five\ percent\ [35\%]\ of\ the\ second\ semester\ average) + (thirty\ percent\ [30\%]\ of\ the\ EOC)$
- The second semester average will be determined by averaging the two (2) nine (9) week grading periods at one-half ($1/2$) each.

Based on the year's average for these courses that require an EOC, a full credit is awarded.

4.10 Honor Points and Grade Point Average (GPA)

To calculate a weighted GPA for an Escambia County student, twenty-five thousandths (.025) is added to the GPA per one-half (.5) credit identified as honors credit. Honor points shall be awarded for courses that have been designated in the Escambia District Course File as honors, Advanced Placement, International Baccalaureate, upper-level career and technical courses that are designated as Level 3 courses that lead to an industry certification, and dual enrollment courses.

To receive honors points for transfer courses, the course must carry an honors designation from the sending school and be indicated on the student's official transcript. In addition, the course must carry an honors designation in Florida's Course Code Directory.

The calculation of grade point average (GPA) used for class rank will only include honor points earned in Grades 9-12 (beginning with the 2018-2019 cohort). In order to be eligible for valedictory, salutatory and top ten awards, a student must have been enrolled for four (4) semesters during the junior and senior years in the school from which he/she is seeking the award.

4.11 Grade Placement/Homeroom Assignments (All Diploma Options)

The grade level at which courses are offered will be determined by the principal consistent with the Florida Department of Education Course Code Directory and Instructional Personnel Assignments. All high school students will be classified as follows:

- First Year – Freshman
- Five or more (5) Credits – Sophomore
- Eleven or more (11) Credits – Junior
- Eighteen or more (18) Credits – Senior

Grade placement for overage, credit deficient students will be determined by the student's graduation plan per principal's or designee's approval.

4.12 Multi-Tiered Systems of Support (MTSS)

The Multi-Tiered System of Supports (MTSS) process will be used to address the needs of all students. Throughout the school year, appropriate procedures shall be followed by the classroom teacher to observe and evaluate each student's performance. Student data from multiple sources, including the Early Warning System, will be reviewed by the MTSS Team to determine strategies for improvement. The school shall organize remedial and individual instructional procedures for those students who do not meet appropriate levels of performance.

The Early Warning System includes the following indicators:

- Attendance below ninety percent (90%) regardless of excused or unexcused, including out-of-school suspension
- One or more in- or out-of-school-suspensions
- Course failure in a core course
- Level 1 score on statewide standardized assessments in English/Language Arts or mathematics

4.13 Progress Monitoring

A student who is not meeting the District or state requirements for satisfactory performance will be covered by one of the following plans to target instruction and identify ways to improve his/her academic achievement:

- A federally required student plan such as an individual education plan (IEP);
- A school-wide system of progress monitoring for all students (a student who scores Level 4 or above in the specific subject area statewide assessment may be exempted from participation by the principal); or
- An individual progress monitoring plan.

Progress monitoring will be designed to assist the student in meeting proficiency. The Multi-Tiered System of Supports (MTSS) Team will determine the supplemental strategies most appropriate for each student.

4.14 Commencement Ceremony

The commencement ceremony is an extracurricular activity and not a right guaranteed to the student. To participate in a commencement ceremony, a student should meet all State of Florida and District requirements to be eligible to receive a standard diploma or certificate of completion.

4.15 Florida High School Athletics Association (FHSAA)

4.15.1 Academic Eligibility Requirements

According to the Florida High School Athletics Association (FHSAA) bylaws, in order to be eligible to represent a member school in interscholastic athletic competition, the following requirements must be met:

- A student must have a cumulative 2.0 GPA or above based on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester. 1006.15 (3) (a) 1, F.S.
- A student entering the ninth grade for the first time is academically eligible during his/her first semester of high school attendance. The student, however, must meet the cumulative 2.0 GPA requirement at the conclusion of his/her first semester of high school attendance to be academically eligible to participate during the next semester.
- A student who is academically ineligible during the second semester of ninth grade (i.e. became ineligible at the conclusion of the first semester of ninth grade) or during the first semester of Grade 10 (i.e. became ineligible at the conclusion of the second semester of ninth grade) and does not regain a cumulative 2.0 GPA at the conclusion of the semester of ineligibility may be granted academic eligibility for the next semester if all of the following conditions are met:

1. the student signs an academic performance contract with his/her school as per FHSAA Bylaw 9.4.1.5; and
 2. the student sits out the semester of ineligibility; and
 3. The student earns a 2.0 GPA on a 4.0 unweighted scale in all courses taken during the semester of ineligibility.
- D. All courses taken for high school credit by a student, including those taken prior to his/her ninth grade year, shall be included in the computation of the student's cumulative high school grade point average.
- E. Only those grades that are first reported by the student's teachers at the conclusion of the semester can be used to calculate the student's cumulative GPA.

4.15.2 Student Transfers

Students who have been approved through any choice process (including, but not limited to career academies, McKay Scholarships, academic/career programs) to attend a school out of their assigned area will be expected to adhere to the rules set forth by Florida High School Athletic Association.

4.16 Extracurricular Activities for Charter School Students

Charter school students are eligible to participate in any extracurricular activity at the public school to which the student would be assigned, or could choose to attend according to the controlled open enrollment provision pursuant to 1002.33, F.S., unless the activity is provided by the student's charter school. The charter school student must meet the following criteria:

- A. The charter school student must meet the requirements of the charter school education program as determined by the charter school governing board.
- B. During the period of participation at a school, the charter school student must demonstrate educational progress.
- C. The charter school student must meet the same residency requirements as other students in the school at which he or she participates.
- D. The charter school student must meet the same standards of acceptance, behavior, and performance that are required of other students in extracurricular activities.
- E. The charter school student must register with the school his or her intent to participate in interscholastic extracurricular activities during the first ten (10) days of the semester. After the first ten (10) days, participation may be approved for the

next semester.

- F. A charter school student must be able to participate in curricular activities if that is a requirement for an interscholastic extracurricular activity.
- G. A student who transfers from a charter school program to a traditional public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period if the student has a successful evaluation from the previous school year.
- H. Any public school or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as a charter school student until the student has successfully completed one (1) grading period in a charter school. 1006.15, F.S.

4.17 Career and Technical Articulated Credit

Articulation agreements are in place to encourage career and technical education students to continue into postsecondary education at Pensacola State College. These articulation agreements allow students who successfully complete specific course sequences and industry certifications to earn college and/or postsecondary career credit. Current articulation agreements are posted on PSC's [website](#).

Students in career and technical education courses have the opportunity to earn a “Gold Standard” industry certification that leads to college credit in an approved postsecondary program. Statewide Gold Standard articulation agreements available for students who earn select industry certifications are listed on FLDOE's [website](#).

4.18 Compulsory Attendance

A student who attains the age of sixteen (16) years during the school year is not subject to compulsory school attendance if the student files a formal declaration of intent to terminate school enrollment with the District. Until the declaration is filed, the student is subject to compulsory school attendance if the student has not met graduation requirements. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential. The declaration must be signed by both the student and the student's parent/guardian. An exit interview must include the reason the student is terminating enrollment. 1003.21, F.S.

Section 5: Exceptional Student Education

The District provides instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation in preparation for college and/or career readiness. The State Board of Education may require specific modified courses or programs of study so that exceptional students are assured the opportunity to meet graduation requirements. The individual student's Individual Education Plan (IEP) team will define the course of study and service delivery method determined appropriate to meet the student's needs in working toward a standard diploma. Exceptional students, disabled and/or gifted, are placed in appropriate programs by an eligibility committee following all federal, state and local regulations. State policy and District procedures are established in the Exceptional Student Education Policies and Procedures (SP&P) document.

5.1 Identification for Disability Services

Any prekindergarten student who is suspected of having a disability and who is not yet served in a public school program should be referred to Child Find through the Florida Diagnostic & Learning Resources System (FDLRS) for consultation and/or screening. Prekindergarten students currently enrolled in District programs may be referred through their program.

Students in Kindergarten through 12th grade enrolled in non-public schools and suspected of having a disability should be referred for an evaluation through the District's ESE Department in collaboration with District's Psychological Services Department. Any concerns regarding Kindergarten through 12th grade students enrolled in a public school and suspected of having a disability will be addressed through the school-based Multi-Tiered Systems of Support (MTSS) Committee.

5.2 Identification for Gifted Services

Non-public school students in Kindergarten through 12th grades who demonstrate an extreme learning strength should be referred to the District's Psychological Services Department for consideration of an evaluation and identification for Gifted Program services.

Public school students in Kindergarten through 12th grades who demonstrate an extreme learning strength should be referred to the District's Psychological Services Department for consideration of an evaluation and identification for Gifted Program services via the school's referral coordinator.

5.3 Homebound or Hospitalized Students

According to Rule 6A-6.03020, F.A.C., a homebound or hospitalized student is a student who has a diagnosed medical, physical or psychiatric condition which is acute or catastrophic in nature or who has a chronic illness or a repeated intermittent illness due to a persisting medical problem and which confines the student to home or hospital and restricts activities for an extended period of time. The medical diagnosis shall be made by a

licensed physician.

The District provides specially designed instruction to students enrolled in the Program for Students who are Homebound or Hospitalized in core academic courses (language arts, math, social studies, and science), at a minimum. The primary purpose of the program is to provide part-time, short-term instruction as determined by the IEP team until a student is able to return to his/her public school campus.

Instruction for elementary students is often provided through weekly home visits, although other service delivery options may be implemented. Instruction for secondary students is provided through a variety of options, though most frequently through virtual instruction in combination with one-to-one case management. The most appropriate service delivery option is determined by the IEP committee.

While enrolled in the Homebound or Hospitalized program, students will be able to participate in core academic courses which will count toward progression and graduation requirements. Efforts will be made to salvage credits of high school students entering the program during midterm of each semester; however, the student's physical and mental health must be the priority as services are determined. The IEP team will establish the student's schedule and course responsibilities.

5.4 Assessments

All students with disabilities are expected to participate in the Florida statewide standardized assessment(s) and end of course exams (EOCs) required to meet high school graduation requirements. Most students will participate in the Florida Standards Assessment (FSA) based upon general education standards. IEP teams may recommend the Florida Standards Alternate Assessment (FSAA) for those students who meet criteria as established by the Florida Department of Education. At a minimum students must:

- have a significant cognitive disability;
- be unable to master the grade-level general state content standards even with appropriate and allowable accommodations, assistive technology, and/or accessible instructional materials;
- be participating in a curriculum based on Florida Standards-Access Points; and
- require extensive direct instruction in academics based on Florida Alternate Achievement Standards in order to acquire, generalize, and transfer skills across settings.

In certain cases, students with a medical complexity may be exempted from state assessment by the Superintendent or Commissioner of Education based upon IEP team recommendations. 1008.22, F.S.

The Individuals with Disabilities Education Act and Florida laws require that students with disabilities be provided with the necessary accommodations when taking the statewide standardized assessment or EOC assessments. Students who qualify as students with disabilities under Section 504 of the Rehabilitation Act are also eligible for accommodations.

The Individual Educational Plan (IEP) team or the 504 Plan team determines which accommodations the student needs, if any. The accommodation must be documented in the student's IEP or 504 Plan and be needed regularly in the classroom. The Florida Department of Education, in Rule 6A-1.0943, F.A.C., specifies the allowable accommodations for statewide standardized assessments.

5.4.1 Waivers for End-of-Course Exams

Exceptional students with disabilities, excluding students solely eligible for the Homebound or Hospitalized Program, are eligible for consideration of a waiver for EOC assessment requirements.

When the IEP committee determines that high school state standardized assessments required for graduation cannot accurately measure the student's abilities taking into consideration all allowable accommodations, the assessment requirement shall be waived for the purpose of determining the student's course grade. Students with disabilities with a current IEP working toward a standard diploma and enrolled in courses which have EOC assessment requirements will take the EOC assessment with all necessary and allowable accommodations as prescribed by their IEP. Should the student fail to earn a passing score on the EOC assessment, a waiver may be considered if the following conditions are met:

- student earned an average grade of “C” or higher for the course; and
- the IEP team meets and determines student meets all requirements following review of performance data, determination of the impact of the disability, and confirmation that the student has attained proficiency of the course standards. 1003.4282, F.S.

Any waiver of the statewide, standardized assessment requirements by the Individual Education Plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent. 1003.572, 1008.22(3)(c), F.S.

5.5 Summer School/Extended School Year (ESY) Services

Students with disabilities who have an IEP may be eligible to receive extended school year services in accordance with the requirements of Florida K-20 Education Code and State Board of Education Rule and as approved by the School Board. The IEP committee

for students with disabilities determines eligibility and delineates necessary services for the extended school year.

5.6 Grading of Students with Disabilities

A grade of “F” may be assigned when sufficient and appropriate IEP accommodations and services have been implemented and the student demonstrates a lack of progress. Student lack of progress should be addressed through the IEP review process before a semester grade of “F” is assigned. Therefore, it is recommended that an IEP review should take place when a student receives a grade of “F” for the first or third nine (9) week grading period. This review should result in appropriate interventions to address the failing grade.

5.7 Elementary Retention

Students who have an active IEP and who will be taking an alternative assessment may be exempted from first grade retention.

Students with disabilities may be exempted from third grade retention if the student has a current IEP which reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in K-3.

5.8 Acceleration

The District recognizes the need for high-achieving and/or gifted students to receive a challenging program of study beyond that which is provided to their same-age peers in a traditional grade-to-grade progression. The decision to accelerate a student is a program decision and not a placement decision. Research indicates that in order for students to meet with success in acceleration, the students’ social and emotional maturity in addition to academic achievement must be taken into consideration.

A request for acceleration as a program option for gifted students begins with a request for an Educational Plan (EP) Team meeting from a parent, teacher, or school administrator. A first meeting will be convened by the Program Specialist for the Gifted Program to determine what data (existing and/or new) is needed to determine whether acceleration is appropriate. Students who exhibit a pattern of high performance as evidenced by data from multiple sources may be referred for consideration of acceleration. The EP team may determine that further assessment data is needed. At the conclusion of the first meeting, the team will determine the need to meet again and set a date/time as appropriate. Should a student be recommended for acceleration, the team will make specific recommendations as to programming and any need for revision of the EP. The plan may include advanced grade level subject matter, whole grade advancement, curriculum compacting, telescoping curriculum, virtual instruction, credit by examination, other options/combinations based upon committee recommendations for the student.

5.9 CAPE ESE Digital Tools

Digital and instructional materials, including software applications, shall be made available to students with disabilities. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities. Each student's individual educational plan must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation. 1003.4203, 1008.44, F.S.

5.10 Transition to Postsecondary Education and Career Opportunities

The post-secondary education needs of middle and high school students with disabilities must be considered in the development of each student's IEP. Services, instruction and/or information will be provided to students in order to provide access to post-secondary education and meaningful career opportunities. 1003.5716, F.S.

5.11 Diploma Options for Students with Disabilities

A parent of a student with a disability or an adult student shall, in collaboration with the individual education plan (IEP) team, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section may be awarded a certificate of completion.

Additional options may be used to satisfy the standard diploma requirements, as specified in the student's individual education plan. For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills, the following may be used:

- A. A combination of course substitutions, assessments, industry certifications, other accelerated options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by the State Board of Education rules. It is understood that the State Board of Education rule will be incorporated in this document upon adoption.
- B. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to documentation of work experience, internships, community service, and postsecondary credit.

For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills, the following may be used:

- A. Documented completion of minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of

Education.

- B. Documented completion of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.
- C. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of one (1) semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.
- D. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher.

Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent. 1003.4282 (10), 1003.572, F.S.

5.12 Gifted Content Courses

Gifted content courses involve restructuring basic content area courses to provide gifted program offerings that meet the needs of gifted students. Participation in these courses requires identification under the State Board rules for Gifted Program eligibility, 6A-6.03019, F.A.C.

5.13 District Extended Services for Students Ages Eighteen (18) to Twenty-Two (22)

A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

1. has an IEP that prescribes special education, transition planning, transition services, or related services through the school year in which the student attains the age of twenty-two (22); and
2. is enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services through the school year in which the student attains the age of twenty-two (22) may continue to receive the specified instruction and services.

Section 6: Acceleration Options

6.1 Academically Challenging Curriculum to Enhance Learning

6.1.1 Participation

Participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) options is available to students in kindergarten through Grade 12.

6.1.2 Elementary Offerings

Elementary students who exhibit a pattern of high performance as evidenced by a preponderance of existing data from multiple sources may be referred for consideration for acceleration. The school-based Multi-Tiered System of Supports (MTSS) committee, including the principal and student's parent/guardian, will convene to determine the appropriateness of acceleration as well as the plan for implementation. Parents should contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, mid-year promotion, and subject-matter acceleration. Fifth grade students with qualifying math skills may choose to accelerate math courses during the summer through EVA's Summer Math Acceleration Program.

Secondary Offerings

Each secondary school will offer specific ACCEL options to include at a minimum whole grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade level subjects, and options in the Credit Acceleration Program (CAP). Other options may include enriched Science, Technology, Engineering and Math (STEM) coursework, enrichment programs, advanced courses, flexible grouping, combined classes, or self-paced instruction.

6.1.3 Eligibility

Eligibility criteria will include the following:

- Achievement level on statewide standardized assessments including EOCs.
- Completion of grade-level work accessible through the regular program as measured by teacher observation and student performance.
- Demonstration of ability to work on challenging curriculum as evidenced by teacher evaluation and student performance at the mastery level.
- Performance on additional assessments as deemed appropriate by school personnel.

- Student's grade point average.
- Consideration of the student's attendance and discipline record.
- Recommendation by at least one (1) of the student's core curricula teachers and the school guidance counselor.

6.1.4 Procedure

Each school will follow a district-approved procedure for identifying students based on either teacher recommendations or parent request. The parent and/or teacher should submit in writing to the student's counselor a request for initial assessment of eligibility. Once the request is submitted, the counselor will forward to the principal, and a committee comprised of the teacher(s), the guidance counselor, and the school-based administrator will evaluate the student's eligibility for participation in an ACCEL option. A parent conference will be held to discuss the committee's recommendation for the student.

6.1.5 Promotion to a Different School

A student who will be promoted to a different school as a result of participation in an ACCEL option must be approved for transfer through the Office of School Choice. Consideration for school capacity, class size, and the transportation needs of the student will be part of the decision for granting the transfer.

6.1.6 Parent Request for Participation

A student whose parent/guardian requests participation in an ACCEL option must meet the District's eligibility and procedural requirements before participation is permitted.

6.1.7 Requirement for Performance Contract

A student who participates in an ACCEL option as a result of a parent request must have a performance contract that is executed by the principal, the parent, and the student. The performance contract will include a requirement for successful performance in the ACCEL option and student attendance and conduct requirements.

6.1.8 Early Graduation

Any student at the high school level who can complete the state required eighteen (18) credits or twenty-four (24) credits prior to the student's final semester before graduation may exit early if the following criteria are met:

- Successful completion of all state-mandated assessments;
- College readiness as determined by the P.E.R.T., ACT, or SAT; and
- Declaration of intent to graduate no later than ten (10) days into the semester in which the student intends to exit.

A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies in regard to access to the school facilities and grounds during normal operating hours. A student who graduates midyear and qualifies for a Florida Bright Futures Scholarship award may receive an initial award in the spring term following the student's graduation. 1003.4281, F.S.

6.1.9 Acceleration Options for Gifted Students

Acceleration options for students identified as gifted will be addressed as a program option by the Educational Plan (EP) team.

Section 7: English for Speakers of Other Languages (ESOL)

7.1 ESOL Program

The English for Speakers of Others Languages (ESOL) program is designed for students who are designated as English Language Learners (ELLs).

7.2 Philosophy, Guidelines, and Practices

All ELLs enrolled in Florida public schools are entitled to programming which is appropriate to their level of English proficiency, level of academic achievement, and any special needs they may have. ELLs shall have equal access to appropriate English language instruction, as well as instruction in basic subject areas, which is comprehensible to the students, given their level of English proficiency, and equal in scope, sequence and breadth to that provided to non-ELL students. (United States District Court for the Southern District Court of Florida, 1990).

Teachers and administrators at all levels should consider multiple measures for documenting ELLs' academic progress toward completion of the District's Student Progression Plan requirements, whether instruction is provided through ESOL sheltered classes or in mainstream/inclusion classes. Multiple measures for documenting ELLs' progress may include a mix of modified traditional assessment measures and authentic assessments. The focus should be on assessing ELLs' growth over time, rather than comparing ELLs with native-English-speaking students.

7.3 Meeting Performance Standards

ELLs must demonstrate mastery of the Florida State Standards for the appropriate grade level. However, methods used to measure the student's ability toward the attainment of the standards should be appropriate for ELLs. ELLs should be provided opportunities for one school year to acquire some basic English language proficiency before inclusion in the school's Multi-Tiered Support System (MTSS) process. ELLs are expected to meet all graduation and testing requirements as specified by the state of Florida.

7.4 Assessment

All ELLs must participate in the statewide assessment program. 1008.22(8), F.S.

7.5 Grading

Grading ELLs will follow the same grading symbols and letter grades as non-ELLs. In addition, the report card will also include a comment such as "Receiving instruction in English using ESOL strategies." Grades should not penalize ELLs for not being proficient in English.

Grades of ELL students must be consistent with their level of English language proficiency,

progression acquiring English language skills and progress towards completion of the District's Student Progression Plan (United States District Court for the Southern District Court of Florida, 1990).

ELLs must not be given a grade of zero or a failing grade in classwork, homework assignments, projects, tests, or other assignments, if curriculum, instructional strategies, materials, and assessments have not been accommodated and/or modified to meet their language needs (United States District Court for the Southern District Court of Florida, 1990; Reeves, 2006; 2004; Guskey, 2000). A grade of "C" may be used if an ELL is showing progress based on a body of evidence. However, a grade of "D or F" may be used if little or no progress is evident.

7.6 Retention

For the purpose of assessments, promotion and retention of ELLs, the requirements set forth in 6A-1.09432 and 6A-6.09091 will be followed. The procedures used to implement the above rules described in the ELL District Plan shall be followed.

Retention of ELLs shall not be based solely on the level of English language proficiency, as stated by Section 1, Part G, of the Guidelines to Satisfy Legal Requirements of *Lau v. Nichols* (Supreme Court Decision, 1974). Retention of ELLs will not facilitate English language acquisition.

Retention of ELLs must be determined by a school ELL committee except in the case of mandatory retention. The decisions of the ELL committee must be noted on the ELL committee form. Considerations and guidance for retention of ELLs are described in the ESOL Procedures Manual.

An ELL may be exempt from mandatory retention in Grade 3 based on one (1) of the Good Cause Exemptions. 1008.25(6)(b), F.S.

The required parental notification regarding mandatory notification of reading deficiencies must be provided in a language the parent understands unless clearly not feasible. 1008.25, F.S.

Section 8: Home School Education

Home education is a choice option for parents and students. The District works to support home education students to ensure a quality educational experience. When students transfer to and from home education, the District will work closely with parents and students to ensure a smooth transition.

8.1 Verification of Grade Placement

Prior to admitting a student from either a home education program or a private school which is not regionally accredited, the principal shall require evidence of the student's prior attendance and grade level at such school or program. Home education students enrolling in a District school shall provide evidence through a home education annual evaluation, in accordance with Florida K-20 Education Code, that the student has completed the grade from which he/she was withdrawn. If no annual evaluation is presented, the child shall be permitted to enroll at the requested grade level or be administered a standardized test to determine at which grade level the child is functioning. If the test results indicate the child is functioning at a lower grade than the grade at which the child was enrolled when admitted, the principal shall notify the parent or legal guardian in writing that the child shall be placed in the appropriate grade/program as indicated by the school staff.

8.2 Grade Promotion

Home education students enrolling in an Escambia County school shall not advance to a grade level higher than the grade level attained by the majority of other students his/her age. The parent or legal guardian of the home education student shall submit an annual evaluation of the home education program each year in which the child is home schooled.

Students who have been recommended by a District school principal for retention based on statewide standardized assessment scores, poor attendance, poor academic performance, and/or any other indicator and are then withdrawn to a home education program prior to the end of the school year shall not advance to the next grade. Students who have been promoted but who may be behind their grade-level peers may not advance a grade through participation in home school. Based on Florida Statutes for home education, no grade levels are assigned to home education students, and no student can be assigned to a grade level based solely on age or other factors that constitute social promotion. 1008.25, F.S.

Students leaving home school and entering the District shall be treated the same as students transferring from non-accredited schools. Students leaving home school and enrolling in a District school shall be administratively placed in the appropriate sequential grade level based on the most recent previous school records on file with the District or the grade level recommended by the parent when there is no history of school enrollment. The principal will determine final grade placement.

Decisions regarding student promotion, grade level placement, and retention of home education students entering the District are primarily the responsibility of the individual

school principal. The final decision regarding the methods in which grade placement decisions are made shall be based on the criteria established in the District's Student Progression Plan for the elementary, middle, and high school levels. Criteria to be considered may include age and maturity, standardized achievement test results, state assessments, previous record in public and private schools, progress as it relates to graduation requirements, and compliance with the home education program requirements while in home education. In no instance shall placement in a grade be automatic, based solely on the recommendation of the home school parent/guardian.

The provisional placement decision is subject to screening and review of the student's academic work and performance during the first grading period. Subsequent to appropriate screening, the student shall be allowed to remain in the assigned grade or placed in the most appropriate grade. Compliance with the Home Education Program requirements includes the annual educational evaluation, if the student was registered in home education for one (1) full year.

Home education students must score proficient on the EOC assessment to validate course credit for those courses that require a state EOC assessment.

Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period for the course(s) he/she is requesting credit. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure detailed below.

If validation based on performance as described above is not satisfactory, then any one (1) of the following procedures shall be used for validation purposes as determined by the teacher, principal and parent:

- portfolio evaluation by the superintendent or designee;
- written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- demonstrated performance in courses taken through dual enrollment or at other public or private schools;
- demonstrated proficiencies on nationally-normed standardized subject area assessments;
- demonstrated proficiencies on the statewide standardized assessment; or
- written review of the criteria utilized for a given subject provided by the former school.

Parent(s) shall provide the superintendent's home education designee with the portfolio and a request for high school credit form for each course that is to be evaluated for credit. The portfolio shall consist of a log which is made concurrently with the instruction; a list which designates by title any reading material used; and samples of any writing, worksheets, workbooks, and creative materials used or developed by the student.

The School Choice/home education designee shall, in consultation with the Director of High School Education and District portfolio evaluators, review the Florida course description and determine that it matches a course listed in the Florida State Course Code Directory. The portfolio shall be examined to verify proof of mastery of all required Next Generation Sunshine State Standards and Florida Standards. If the portfolio meets all state and District guidelines, credit will be awarded. Credits will be awarded on a pass/fail basis with no impact on the GPA.

The evaluation/validation team may recommend the student take the final exam for the course in which he/she is requesting credit if enough evidence is not present in the portfolio to recommend granting credit. Upon passing the exam, credit for the course will be awarded, on a pass/fail basis with no impact on the GPA.

8.3 State Assessment Requirements

Students who enter Escambia District schools from another educational entity or program are required to meet state student assessment criteria. Students who enter from home school or a non-accredited school must take the EOC assessment in the courses that require one to validate the grade earned in the previous program.

If a student transfers to a Florida public high school from another educational entity or program and the student's transcript shows a credit in Algebra 1, the student must pass the statewide, standardized Algebra 1 assessment or earn a comparative score in order to earn a standard high school diploma unless:

- The student earned a comparative score as accepted by FLDOE or
- The student passed a statewide assessment in Algebra 1 administered by the transferring entity, or
- The student passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. 6301.

If a student transfers to a Florida public high school from another educational entity or program and the student's transcript shows a credit in high school reading or English Language Arts II or III, the student must take and pass the statewide, standardized Grade 10 ELA assessment or earn a concordant score in order to earn a standard high school diploma unless:

- The student previously earned a concordant score as accepted by FLDOE.

If a student transfers to a Florida public high school from an out of state, out of country, or accredited educational entity or program, and the student's transcript shows a final grade and course credit in Algebra 1, Geometry, Biology 1, or US History, the transferring final

grade and course credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting thirty percent (30%) of the student's final course grade. 1003.4282, F.S.

8.4 High School Program Options

Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, virtual school options, and credit by examination. These credits shall apply toward the completion of the home education program. 1002.41, F.S.

8.5 Interscholastic Extracurricular Student Activities

Students in Grades K-12 may participate in extracurricular or sports activities offered at their residential zoned school within Escambia County, Florida. Students may participate in interscholastic extracurricular activities providing they adhere to the requirements, as specified in 1006.15, F.S. The home school student must register with the school his or her intent to participate in interscholastic extracurricular activities during the first ten (10) days of the semester. After the first ten (10) days, participation may be approved for the next semester. Students must also be able to participate in curricular activities that are an extension of the extracurricular activity. Students participating in interscholastic extracurricular activities must meet the requirements of participation as set forth by the Board Policies of the School District of Escambia County and by the Florida High School Athletic Association (Policy 16 Section C).1006.15, F.S.

8.6 Awarding of Diploma

To receive any type of diploma from a District school, home education students shall attend that school for a minimum of one (1) semester, which includes the last semester prior to graduation. Upon enrollment in the District assigned school, the portfolio(s) shall be reviewed and evaluated for credit. All graduation requirements must be met within four years of the student's cohort start date to be eligible for the awarding of a diploma from the school district.

Section 9: Escambia Virtual Academy

9.1 Virtual School Instruction

Each school district shall provide eligible students the option of participating in a virtual instruction program. 1002.45, F.S.

The School District of Escambia County has established Escambia Virtual Academy (EVA) to provide students with high quality virtual programs. Escambia Virtual Academy utilizes multiple learning platforms including Florida Virtual School, Fuel Education, and others. EVA offers full-time and part-time options for students in grades K-12.

9.2 Eligibility

Eligibility for EVA is restricted to students residing within the State of Florida. Additional state eligibility requirements may apply. 1002.45, F.S.

9.3 Qualifications for Enrollment

Public, private, and home educated students in Grades K-12 qualify to enroll in the District's program through School Board approved vendors. Full-time enrolled virtual students will receive a District high school diploma upon completion of all the requirements.

To be accepted as a full-time student with Escambia Virtual Academy, students must meet the following criteria:

- possess a minimum cumulative GPA of 2.0 on a 4.0 scale
- demonstrate a minimum aptitude on at least one (1) of the following standardized tests:
 - FSA Mathematics/EOC and ELA (Level 3 or higher)
 - Grade level proficiency on an official standardized test
 - Other approved assessment
- have access to a learning coach in the form of a responsible adult to monitor student progress

Students failing to meet minimum requirements may enroll as a virtual transition student after signing a learning contract. This is a probationary enrollment that could lead to full-time enrollment with demonstration of proficiency.

9.4 Grade Level Placement

Students enrolling in EVA shall be administratively placed in the appropriate grade level. This placement will be based on the most recent school records on file with the District or another approved education provider. Decisions regarding student promotion, grade-level placement, and retention of virtual students entering the District are primarily the responsibility of EVA administration. The final decision regarding the methods in which grade placement decisions must be made shall be based on the criteria established in the District's Student Progression Plan for the elementary, middle, and high school levels.

Criteria to be considered may include age, school readiness, ability to work independently, standardized achievement test results, state assessments, previous performance in public and private schools, progress towards graduation requirements, and (when applicable) compliance with home education program requirements. In no instance shall placement in a grade be based solely on the recommendation of the parent/guardian or a non-approved curriculum provider. The provisional placement decision is subject to screening and review of the student's work and performance. Subsequent to appropriate screening, the student shall be allowed to remain in the assigned grade or placed in the most appropriate grade.

9.5 Attendance

EVA follows the established Escambia County School District (ECSD) calendar. Attendance in the program is semester-based. Students may withdraw and/or enroll at any time between semesters or up to the end of the established enrollment period. The School Board attendance policy will apply to students enrolled in EVA. Attendance in virtual education courses will be verified by EVA. 1003.21, F.S.

9.6 Promotion/Graduation

EVA is a public school in Escambia County. Students are required to meet all promotion and graduation requirements of the State of Florida and ECSD. Students who meet all established graduation requirements will receive a high school diploma issued by ECSD. Both 18-credit and 24-credit diploma options are available.

9.7 Assessments

Students enrolled in EVA are required to participate in all mandated ECSD and State of Florida assessments, including EOCs, FSAs, and others. All assessments will be administered in a predetermined location on established testing dates as mandated through state legislation. Location and dates will be communicated to students and families in a timely manner.

9.8 Parent Involvement

Each student must have a responsible adult to serve as a learning coach. The supervising adult must be available to monitor the student's computer access, engage in student follow-

up activities, facilitate learning, provide support with homework assignments, manage the receipt and use of instructional materials and ensure student participation in statewide standardized assessments and other mandatory testing. An active, involved learning coach in the form of a parent or other adult is the most important factor impacting student success in a virtual learning environment. Eligible students that are eighteen (18) years of age or older may enroll without a learning coach, assuming sole responsibility for meeting program requirements.

9.9 Withdrawal

Enrollment in EVA is semester based. Entry and exit points are at the beginning and end of each semester. In the event a student withdraws from EVA, the student will be required to return to the school assigned to him/her under the District's attendance zone policies. Students and parents will need to reapply for any new school assignments or out-of-attendance zone assignments for subsequent years. As virtual education is a completion-based program, grades will only be provided for completed semester-based courses.

9.10 Technology

To be successful in the program, students must have daily, dedicated access to a computer, monitor, printer, and the Internet. Certain browser requirements may apply. Courses may not be completed solely on a cellular device. Access to required computer resources will be provided to qualified students. 1002.45(3)(d), F.S.

9.11 Registration

All registration documents must be submitted to EVA before courses may be assigned. Deadlines can be viewed each year on the EVA website at www.EscambiaVirtual.org. The EVA Office is located at the George Stone Technical College, 2400 Longleaf Drive Pensacola, FL. 32526.

9.12 Orientation

An orientation seminar to familiarize parents/guardians and students with the virtual education process is required upon registering for EVA. These orientations are offered prior to the beginning of each instructional term and must be attended by parents and students.

9.13 Acceptable Use and Academic Integrity

Virtual students must comply with the District's technology Acceptable Use Policy as well as established academic integrity policies. Students are subject to discipline should infractions occur.

9.14 Extracurricular and Enrichment Activities

Escambia Virtual Academy is a school of choice. ECSD has made every attempt possible to create equity between traditional and virtual instructional programs; however, some activities and events are impossible to replicate in an individual, online instructional environment. Virtual students may access certain extracurricular events and activities at a pre-assigned school as long as those events and activities occur outside of the scheduled instructional school day. Students may participate in extracurricular activities, including athletics, provided they adhere to requirements. 1006.15, F.S.

Students who want to participate in an interscholastic extracurricular activity must meet the same requirements as other students in the school where they participate. Students enrolled in Escambia Virtual Academy may participate in extracurricular or sports activities offered at their residential zoned school within Escambia County, Florida. Students may participate in interscholastic extracurricular activities providing they adhere to the requirements, as specified in 1006.15, F.S. The EVA student must register with the school his or her intent to participate in interscholastic extracurricular activities during the first ten (10) days of the semester. After the first ten (10) days, participation may be approved for the next semester. Students must also be able to participate in curricular activities that are an extension of the extracurricular activity. Students participating in interscholastic extracurricular activities must meet the requirements of participation as set forth by the Board Policies of the School District of Escambia County and by the Florida High School Athletic Association (Policy 16 Section C). 1006.15, F.S

9.15 Retention/Credit Retrieval

Any student that does not successfully complete program requirements to promote to the next grade or graduate on time may be ineligible to continue as a full-time virtual student. Any failed or incomplete course must be recovered in order to remain on grade level if there is a credit deficiency.

9.16 Grades

Semester grades will be issued by the District according to the District calendar and grading guidelines for the appropriate grade level. Final grades will be available online for students and parents to view and/or print.

Any course requiring an EOC exam will not earn credit until the EOC exam score is applied. Grades in EOC courses will be calculated using the approved district calculation method.

Students enrolled in a virtual/online course will receive a twenty-one (21) day grace period where they can withdraw without penalty. This withdrawal will not be reflected on the student's transcript. After the twenty-one (21) day grace period, students who fail to complete a course will receive a Withdraw Failing (WF) or Withdraw Passing (WP) and earn no credit for time spent in the course. A WF or WP will be entered on a student's high school transcript in the course grade field for informational purposes only and will not be

reflected in the cumulative graduation or grade point average. Students must take the final exam to earn credit in a course.

Part-time students who received a WP, WF, or failing grade in a course may not be permitted to participate in online instruction for one (1) semester.

9.17 Transfers

Students may transfer out of the EVA program and be assigned to a traditionally zoned school through the Office of School Choice. No transfer grades for incomplete courses will be awarded.

9.18 Computer Access and Equipment

Students whose family income meets the criteria for free or reduced price lunch will be provided with computer equipment and/or Internet access solely for the purpose of completing virtual courses. Families provided with equipment and access are responsible for the equipment and may be held liable for inappropriate use, abuse, damage, or theft.

9.19 ESE and Specialized Services

Students requiring ESE services will be reviewed through an IEP staffing or review meeting to determine if virtual education is appropriate and what level of support may be offered to the student.

Section 10: State Required Assessments K-12 & Adult High

10.1 Purpose

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is used by districts to improve instruction; and by students, parents, and teachers to guide learning objectives. Assessment is designed to:

- A. Assess the achievement level and annual learning gains of each student in English Language Arts and mathematics and the achievement level in all other subjects assessed.
- B. Provide data for making decisions regarding school accountability, recognition, and improvement of operations and management, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs.
- C. Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school.
- D. Assess how well educational goals and curricular standards are met at the school, district, state, national, and international levels.
- E. Provide information to aid in the evaluation and development of educational programs and policies.
- F. When available, provide instructional personnel with information on student achievement of standards and benchmarks in order to improve instruction.

10.2 Participation

Participation in the assessment program is mandatory for all students attending public schools, including adult students seeking a standard high school diploma and students in Department of Juvenile Justice education programs, except as otherwise provided by law. 1003.4282 F.S.

10.3 Required Assessments

The following required assessments are based on Next Generation Sunshine State Standards and the Florida Standards adopted by the State Board of Education. High school and middle school students enrolled in a course with an associated statewide, standardized EOC assessment are required to take the EOC assessment and not take the corresponding subject or grade-level statewide, standardized assessment.

Florida State Assessments

Subject/Assessment	Students to be Tested	Assessment Periods
English Language Arts (ELA)	*Grades 3-10	Spring
Mathematics	*Grades 3-8	Spring
Science	*Grades 5 & 8	Spring
Algebra 1	Enrollment in Course, Makeup, and Retakers	Fall, Winter, Spring, & Summer
Geometry	Enrollment in Course, Makeup, and Retakers	Fall, Winter, Spring, & Summer
Biology 1	Enrollment in Course, Makeup, and Retakers	Fall, Winter, Spring, & Summer
U.S. History	Enrollment in Course, Makeup, and Retakers	Fall, Winter, Spring, & Summer
Civics	Enrollment in Course and Makeup	Fall, Winter, Spring, & Summer
Florida Kindergarten Readiness Screener	Kindergarten	First 30 days of school
ACCESS for ELL's 2.0	English Language Learners	Spring
Florida Standards Alternate Assessment	Students with Intellectual Disabilities	Spring
PSAT/NMSQT	Grade 10	Fall

*Students are assessed by enrolled grade in FOCUS for ELA, Mathematics and Science. Students may be assessed as an “Above Grade Level” tester for courses that are taken above the grade in which a student is enrolled.

The [uniform statewide assessment calendar](#) can be found on the ECSD website.

10.4 Required Assessments for Graduation

In order to earn a standard high school diploma, a student must earn a passing score on the Grade 10 ELA assessment and the Algebra 1 EOC.

If a student does not meet the required passing score on the Grade 10 ELA assessment, a concordant score may be used if:

- The student has earned a non passing score on the Grade 10 ELA assessment or
- The student has not taken the assessment but is an 11th or 12th grader

If a student does not meet the required passing score on the Algebra 1 EOC, a comparative score may be used if:

- A student has earned a non passing score on the Algebra 1 EOC or
- The student’s Algebra 1 credit is from an out of state, out of country, or accredited private school.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for detailed information.

10.5 Assessments for Transfer Students (Out-of-Country, Out-of-State, Private School, Home Education)

Students who enter Escambia District schools from another educational entity or program are required to meet state student assessment criteria. Students who enter from home school or a non-accredited school must take the EOC assessment in the courses that require one to validate the grade earned in the previous program.

If a student transfers to a Florida public high school from another educational entity or program and the student's transcript shows a credit in Algebra 1, the student must pass the statewide, standardized Algebra 1 assessment or earn a comparative score in order to earn a standard high school diploma unless:

- The student previously earned a comparative score as accepted by FLDOE or
- The student passed an approved statewide assessment in Algebra 1 administered by the transferring entity, or
- The student passed the statewide mathematics assessment the transferring entity used to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301.

If a student transfers to a Florida public high school from another educational entity or program and the student's transcript shows a credit in high school reading or English Language Arts II or III, the student must take and pass the statewide, standardized Grade 10 ELA assessment or earn a concordant score in order to earn a standard high school diploma unless:

- The student previously earned a concordant score as accepted by FLDOE.

If a student transfers to a Florida public high school from an out of state, out of country, or accredited educational entity or program, and the student's transcript shows a final grade and course credit in Algebra 1, Geometry, Biology 1, or US History, the transferring final grade and course credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting thirty percent (30%) of the student's final course grade. 1003.4282, F.S.

Section 11: Student Transfer

The District works to support the successful transition of students from out-of-country, out-of-state, private school, and home education to ensure a quality educational experience. District personnel will work closely with parents and students as they transfer into the Escambia County School District.

11.1 Interstate Compact on Educational Opportunity for Military Children

The state of Florida participates in the Interstate Compact on Educational Opportunity for Military Children to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by

- A. facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage as a result of the transfer of education records or variations in entrance or age requirements.
- B. facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment.
- C. facilitating the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.
- D. promoting flexibility and cooperation between the educational system, parents, and the student in order to achieve educational success for the student.

This compact applies to the children of active members of the uniformed services and members or veterans who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement. It does not include inactive members or retired members except those who have been medically discharged or retired.

The custodian of records of the sending school will release an unofficial record of the transferring child's educational records, and the receiving school will place the child based on those records until the official records are received. Transitioning military students must be permitted to participate in extracurricular activities, regardless of application deadlines, when they are otherwise qualified.

To facilitate an on-time graduation, the District shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another district or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the District must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time. The District must accept exit or EOC assessments required for graduation from the sending state.

If, after all alternatives have been considered for a student who enters as a senior and an on-time graduation cannot be accommodated, the sending school and the receiving school will collaborate to assist the student in receiving a diploma if all graduation requirements have been met in the sending district. 1000.36, F.S.

Dependent children of active duty military families must be given consideration for admission to special programs. If the program is in a school zone other than the one to which the student would be assigned, the parent/guardian will provide transportation. Such programs include magnet schools and special academic programs. 1003.05, F.S.

11.2 Elementary Student Transfer

Kindergarten and first grade students who transfer in from another state at the beginning of the year or during the school year and meet that state's age requirements will be enrolled into school even if they do not meet Florida's age requirements. Florida has a reciprocal agreement to honor age requirements from all other states. The web site to verify different states' age requirement can be found at <http://ecs.force.com/mbdata/mbquestRT?rep=Kq1402>. 1003.21, F.S.

Students who enter a non-public school in kindergarten or first grade whose birth date would not have allowed entry into the public schools may not then transfer into the public school after attendance at the non-public school in either kindergarten or first grade.

No exception to the September 1 date for either kindergarten entry or first grade entry is permitted other than for students transferring in from another state.

For more information on elementary transfers, see Section 1.

11.3 Secondary Student Transfer

State Board Rule 6A-1.09941, F.A.C. establishes uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools. The procedures are as follows:

A. Credit and Grades

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

B. Validation of Credits

Validation of credits shall be based on performance in classes at the receiving

school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period for the course(s) for which credit is being requested. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.

C. Alternative Validation Procedures

If validation based on performance as described above is not satisfactory, then any one (1) of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

1. completed portfolio evaluation by the Superintendent/designee;
2. written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
3. demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
4. demonstrated proficiencies on nationally-normed standardized subject area assessments;
5. demonstrated proficiencies on the statewide standardized assessments; or
6. written review of the criteria utilized for a given subject provided by the former school.

11.4 State Assessments for Transfer Students

See Section 10.5. For additional information on school transfers, see Section 8.

Section 12: Postsecondary Career and Adult Education

12.1 Career and Technical Education Programs

Postsecondary workforce education offers competency-based programs for adults including both job preparatory and continuing workforce education programs.

Tuition shall be charged in accordance with the State of Florida General Appropriations Act and approved by the School Board of Escambia County, Florida, unless exempted. 1004.93, 1009.21, 1009.22, 1009.26, F.S.

Students enrolling in a postsecondary adult job preparatory program of four hundred fifty (450) hours or more must complete a Basic Skills Assessment within the first six (6) weeks after admission to the program. 1004.91, F.S.

Remediation is provided to assist students in attaining the required basic skills levels. A post-test must be administered prior to completion or exiting the program.

Students may earn a certificate of completion when the Basic Skills Assessment requirement and mastery of the program competencies are met. 1004.91, F.S.

A student who does not achieve the minimum level of basic skills required for completion (exit) from his/her career and technical education program will not be awarded a Career Certificate of Completion. Adult students with disabilities who have self-disclosed their disability may be exempt from meeting the basic skills level to earn a Career Certificate of Completion and be reported as completers. 1004.91, F.S.

Students who are exempt from basic skills assessment include those who

- possess a college degree at the associate in applied science (AAS) level or higher;
- have shown readiness for postsecondary education 6A-10.0315, FAC;
- have passed a state, national, or industry licensure exam aligned to the career education program in which the student is enrolled;
- are serving as an active duty member of any branch of the United States Armed Services; or
- are an adult student enrolled in an apprenticeship program that is registered with the Department of Education. 1004.91, F.S.

Students enrolled in law enforcement training academies are exempt from the requirements of Section 1004.91, F.S. The Florida Department of Law Enforcement (FDLE) has designated the Florida Basic Abilities Test (FBAT) as the required assessment.

12.2 Adult Education Programs

Adult education includes instructional programs that help adults acquire the basic skills needed to be productive workers, family members, and citizens. The definition of an adult is anyone who is sixteen (16) years of age or older and is no longer enrolled in a K-12 program. Tuition shall be charged in accordance with the State of Florida General Appropriations Act and approved by the School Board of Escambia County, Florida, unless exempted. 1004.93, 1009.21, 1009.22, 1009.26, F.S.

12.2.1 Adult Basic Education (ABE)

Adult Basic Education placement is based on results from the Test of Adult Basic Education (TABE) or other state-approved test. A student scoring below NRS Level 5 is placed in ABE.

12.2.2 General Education Development Preparatory Program (GED®)

Adult learners eighteen (18) years of age or older take the General Education Development (GED®) Test and earn a GED®. The GED® Preparatory Program provides instruction in the four (4) areas assessed by the official GED® Test. Students enrolling in the program must score NRS Level 5 in Reading, Mathematics and Language on the TABE 11/12. Students scoring below a level 5 will be placed in an Adult Basic Education (ABE) program. In extraordinary circumstances determined jointly by District and school-based officials, the candidate who is at least sixteen (16) years of age may enroll in GED® classes. A minimum of thirty (30) class days is required before the candidate is eligible to take the GED® Test. However, if candidates' TABE scores are high enough, and they pass all four sections of the official GED® Practice test they may be eligible to be Fast Tracked. Eligibility to test students under the age of eighteen (18) is based upon the official score of one hundred forty-five (145) or more on the Official GED® Practice Test™. 1003.435, F.S.

12.2.3 Adult High School

Adult learners may earn a standard diploma. Except as provided elsewhere in law, the graduation requirements for adults shall be the same as those for secondary students. To obtain a standard diploma, a student must earn eighteen (18) credits, successfully complete the statewide standardized assessment or earn passing concordant scores on the SAT or ACT, demonstrate appropriate levels of performance on the EOC assessments, and maintain a GPA in accordance with State of Florida guidelines.

The eighteen (18) required credits include the following:

- Four (4) credits in English/Language Arts;

- Four (4) credits in math;
- Three (3) credits in science – two (2) of the required three (3) must have laboratory component, but the laboratory requirement may be waived by the district school board;
- Three (3) credits in social studies; and
- Four (4) credits in electives.1002.3105, F.S.

To determine graduation requirements, including course requirements and state assessments, for students who are not enrolled in the K-12 educational system and enroll in adult high school, the following shall apply (Rule 6A-6.020, F.A.C.):

1. Students entering adult high school and whose ninth grade cohort has not graduated must meet the graduation requirements based on the year that the student entered the ninth grade, and
2. Students entering adult high school after their ninth grade cohort has graduated or who are not a part of a ninth grade cohort must meet the current twelfth grade cohort graduation requirements that are in effect for the year they enter adult high school.

12.3 English for Speakers of Other Languages (ESOL)

Classes are available for adults whose first language is other than English. Students will be tested using the TABE CLAS-E in the two (2) skill areas of listening and reading. The lower of the two (2) skill areas determines the level for placement. Students must complete one (1) pretest and posttest cycle by obtaining valid scores in both reading and listening in order to exit the Foundations level and enter a GED® Preparatory Program.

12.4 Applied Academics for Adult Education

Any adult student scoring below the program requirements in math and/or reading basic skills on the TABE 11/12 will receive instruction in Applied Academics for Adult Education. The Applied Academics for Adult Education program prepares students to attain academic and workforce readiness skills at the level of functional literacy or higher in order to pursue certificate career and technical education.

12.5 Adult General Education for Adults with Disabilities

Adult students with disabilities are provided specialized instruction in literacy, work-related skills, employability skills, and life skills. The program includes selected competencies from one (1) or more adult general education and exceptional student education program areas. Performance standards are designed to meet the individual needs of students with different functioning abilities.

12.6 Co-enrollment Program

Students in Grades 9-12 who are currently enrolled in a regular high school program may enroll in the co-enrolled program for credit recovery. Students in the co-enrolled program take core credit courses for high school graduation through adult education. All students must have approval from the high school principal or designee to enroll in a co-enrolled course. To earn credit, students must pass one hundred percent (100%) of the standards at a minimum of seventy percent (70%) mastery level and may not exceed the number of absences as specified for each session. Students participating in co-enrolled courses must not have a pattern of excessive absenteeism (fifteen [15] unexcused within ninety [90] calendar days), a record of habitual truancy, and/or a history of disruptive behavior in school.

12.7 Accommodations

All adult education students are encouraged to self-disclose any disability in order to receive appropriate accommodations. Official documentation identifying the disability must be provided to the school.