

STUDENT PROGRESSION PLAN

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A. Introduction

- (1) The Orange County Public Schools (“OCPS”) Student Progression Plan for grades K-12, adopted by The School Board of Orange County, Florida (“Board”), is contained in nine (9) separate but comprehensive sections:
 - (a) Student Progression – Elementary Grades K-5;
 - (b) Student Progression – Exceptional Student Education Grades K-5;
 - (c) Student Progression – English Language Learners (ELL) K-5;
 - (d) Student Progression – Middle Grades 6-8;
 - (e) Student Progression – Exceptional Student Education Grades 6-8;
 - (f) Student Progression – English Language Learners (ELL) 6-8;
 - (g) Student Progression – High School Grades 9-12;
 - (h) Student Progression – Exceptional Student Education Grades 9-12; and
 - (i) Student Progression – English Language Learners (ELL) 9-12.
- (2) Each section is intended to contain all of the required elements of student progression and applicable statutes for use at the school level.
- (3) A tenth section includes elements involving adult education. This section is not required in a district Student Progression Plan, but serves to provide the information for this valuable asset for student progression.
 - (a) Student Progression – Adult General Education (AGE)

B. Student Progression – Elementary Grades K-5

(1) Precedence of Florida Statutes

Prior to annual revisions to this plan based on annual legislation and technical assistance from the Florida Department of Education (FDOE), it is understood that current and future Florida Statutes (F.S.) are applicable to the practice and compliance of the district and take precedence over the items in this document.

(2) Required Public Notice and Report

To comply with [s. 1008.25, F.S.](#), the district will annually publish on the district website and in the local newspaper the following information on the prior school year: provisions of the law relating to public school student progression and the district’s policies and procedures on student retention and promotion; by grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessments; by grade, the number and percentage of all students retained in grades K-10;

information on the total number of grade 3 students promoted for good cause, by each category of good cause; and any revisions to district policy on retention and promotion from the prior year. [s. 1008.25 \(8\)\(b\), F.S.](#)

(3) English Language Learners K-5

- (a) Under the Multicultural Education, Training and Advocacy (META) Consent Decree, students who are English Language Learners (ELL) must receive comprehensible instruction and equal access to appropriate programming comparable in amount, scope, sequence and quality to that provided to English proficient students and this needs to be documented in the form of an ELL student plan. Schools are monitored for compliance with state and federal rules and regulations based on the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

In addition, OCPS receives federal funding to provide supplemental professional development to teachers of students who are ELL, and to provide scientifically research-based academic supports to assist ELL academic achievement and English language acquisition. The annual progress of students who are ELL will be measured by student performance on the state English Language Proficiency test (ACCESS for ELLs 2.0) in the areas of: progress in English Language Acquisition, percent proficient in English Language Acquisition, and district progress in graduation rate and content areas as measured by the statewide, standardized assessments.

(4) Interstate Compact on Educational Opportunity for Military Children

- (a) The purpose of this compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents/guardians. This compact applies to: (i) active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. s 1209 and 1211; (ii) members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and (iii) members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death. This compact applies to local educational agencies.
- (b) This compact does not apply to children of inactive members of the National Guard and military reserves; members of the uniformed services now retired except as provided in section (4)(a) above; veterans of the uniformed services except as outlined in section (4)(a) above; and other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.
- (c) If a child's education records cannot be released to the parents/guardians for the purpose of transfer, the custodian of records in the sending state shall prepare and furnish to the parent/guardian a complete set of official

educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based the information provided in the unofficial records pending validation by the official records, as quickly as possible. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state within ten (10) days or within such time as is reasonable determined under the rules adopted by the Interstate Commission.

- (d) Students are to be given thirty (30) days from the date of enrollment or within such time as is reasonable determined under the rules adopted by the Interstate Commission to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time as is reasonable determined under the rules promulgated by the Interstate Commission.
- (e) Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.
- (f) If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to: Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in courses.
- (g) The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to, gifted and talented programs, and English as a second language (ESOL). [s. 1000.36, F.S.](#)
- (h) For eligibility of enrolling a child per the Military Compact, a special power of attorney relative to the guardianship of a child of a military family and

executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parent/guardian participation and consent.

- (i) A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent/guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/guardian.
- (j) A transitioning military child, placed in the care of a noncustodial parent/guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/guardian, may continue to attend the school in which he or she enrolled while residing with the custodial parent/guardian.
- (k) The state and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline; to the extent they are otherwise qualified.

(5) Assistance to Transitioning Students from Military Families

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent/guardian of the student must assume responsibility for transporting the student to that school. Special academic programs, under the provision of this section, include magnet schools and magnet programs, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate. [s. 1003.05\(3\), F.S.](#)

(6) Compulsory School Attendance

- (a) All children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1 of any school year, or who are older than six (6) years of age but who have not attained the age of sixteen (16) years, are required to attend school regularly during the entire school term. Public school students who have attained the age of sixteen (16) years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent to terminate school enrollment is filed with the district. [ss. 1003.21\(1\)\(a\)1 and 2\(c\), F.S.](#)
- (b) Additional information regarding School Attendance can be found in the School Board of Orange County, Florida, Policy JE, titled, "Student Attendance."

(7) Kindergarten Admission

Children who have attained the age of five (5) years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year under the rules prescribed by the district. [s. 1003.21\(1\)\(a\)2, F.S.](#)

(8) First Grade Admission

Any child who has attained the age of six (6) years on or before September 1 of the school year and who has been enrolled in a public school, or who has attained the age of six (6) years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall progress according to the district student progression plan. [s. 1003.21\(1\)\(b\), F.S.](#) (The state or district is not authorized to oversee or exercise control over the curricula or academic programs of private schools or home education programs.)

(9) Kindergarten and First Grade Out-of-State Transfers

The district follows [Rule 6A-1.0985, F.A.C.](#), *Entry into Kindergarten and First Grade by Out-of-State Transfer Students*, which states: (a) any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in [Rule 6A-1.0985\(3\), F.A.C.](#); (b) any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the district. Prior to admission, the parent/guardian must also provide the data required in [Rule 6A-1.0985\(3\), F.A.C.](#); in order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data: official documentation that the parent(s)/guardian(s) was/were a legal resident(s) of the state in which the child was previously enrolled in school; an official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student; evidence of the immunization against communicable diseases as required in [s. 1003.22, F.S.](#); evidence of date of birth in accordance with [s. 1003.21, F.S.](#); and evidence of a medical examination completed within the last twelve (12) months in accordance with [s. 1003.22, F.S.](#) and [s. 1003.21, F.S.](#)

(10) Comprehensive K-20 Career and Education Planning

- (a) The district is responsible to prepare all students at every level for the transition from school to postsecondary education or work by providing information regarding:
 - (i) Career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to pursue postsecondary instruction required to enter each career.

- (ii) How to make informed decisions about the program of study that best addresses the students' interests and abilities while preparing them to enter postsecondary education or the workforce.
 - (iii) Recommend coursework and programs that prepare students for success in their areas of interest and ability.
- (b) This information is to be provided to students and parents/guardians through websites, handbooks, manuals, and other regularly provided communications. [s. 1000.03\(5\)\(g\), F.S.](#)
- (i) The district shall make available digital materials, Career and Professional Education ("CAPE") Digital Tool certificates, and CAPE industry certifications for students in prekindergarten through grade 12 in order to enable students to attain digital skills. The digital materials, CAPE Digital Tool certificates, and CAPE industry certifications may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through an online course, or digital computer applications.

(11) Elementary Curriculum and Progression

- (a) Developmentally appropriate curriculum guidelines based on state academic standards have been developed by the district and can be found in the Instructional Management System (IMS) and Learning Management System (LMS). The district will provide support and assistance to schools and teachers in the implementation of research-based, effective instruction to improve student achievement in the academic state standards..
- (b) Progression through the elementary grades shall be determined by the student's progress and achievement as approved by the superintendent. The student outcomes are based on performance standards approved by the Florida Department of Education (FDOE). District standards approved by the superintendent for evaluating student performance are based on well a student masters the state academic standards in [s. 1003.41, F.S.](#), by evidence on statewide, standardized assessment scores, alternative tests, and other student work that demonstrate equivalent performance. [s. 1008.25, F.S.](#)

(12) Physical Education Requirement

- (a) The district is responsible for developing a physical education program that stresses physical fitness and encourages healthy, active lifestyles and encourages all students in prekindergarten through grade 12 to participate in physical education. Physical education shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities

of students. A certified physical education instructor must review all physical education programs and curricula.

- (b) The district shall provide 150 minutes of physical education each week for students in kindergarten through grade 5. On any day during which physical education instruction is conducted, there must be at least thirty (30) consecutive minutes per day.
- (c) Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:
 - (i) The student is enrolled in a remedial class.
 - (ii) The student's parent/guardian indicates in writing to the school that:
 - a. The parent/guardian requests that the student enroll in another course from among those courses offered as options by the district; or
 - b. The student is participating in physical activities outside the school day that are equal to or in excess of the mandated requirement.
- (d) School districts are required to notify the student's parent/guardian of the options available before scheduling the student to participate in physical education. Districts may decide how to notify parents/guardians.
- (e) Please note that proper documentation must be provided each year that the student's parent/guardian is requesting to waive physical education. A new request in writing from the student's parent/guardian is required for each additional year that a student is eligible and requests to waive physical education.
- (f) In addition to the requirements in subsection (b), each school shall provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day. [s. 1003.455, F.S.](#)

(13) Final Examination Grading

Common Final Examinations (CFE) will not count for a portion of student grades for elementary students.

(14) Report Cards

- (a) Each student and his/her parent/guardian are to be informed of the student's academic progress. A report card will be issued at grading period intervals. Report cards communicate student's academic achievement and shall reflect mastery of standards. The report card will depict the student's conduct and behavior, as well as student attendance, including absences

and tardiness. The final report card for a school year shall contain a statement indicating end of year status, performance or non-performance at grade level, behavior, attendance, and promotion or non-promotion. The district may use a separate report notice for statement of promotion or non-promotion. [s. 1003.33, F.S.](#)

- (b) Schools shall not exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. A student’s attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. [s. 1003.33\(2\), F.S.](#)

Grading Scale
Academic Progress

Grades K-1	Grades 2-5
S – 80-110 Satisfactory	A – 90-110
W – 70-79 Working on Skill	B – 80-89
N – 60-69 Needs Improvement	C – 70-79
U - 0-59 Unsatisfactory	D – 60-69
	F – 0-59

Academic, Personal, and Social Development and Special Area Courses

- O – 90-110
- S – 70-89
- N – 60-69
- U - 0-59

For grades 2-5 academic progress courses, students cannot receive less than 50% for the following grading periods:

- Report Card 1 RC1
- Report Card 2 RC2
- Report Card 3 RC3
- Report Card 4 RC4

(15) Allocation of Resources

The district allocation of academic support and supplemental instruction resources for students shall occur in the following priority: first, students in kindergarten through grade 3 who have a substantial deficiency in reading as determined in [s. 1008.25\(5\)\(a\), F.S.](#) The next priority shall be given to students who fail to meet performance levels required for promotion. [s. 1008.25\(3\), F.S.](#)

(16) Graduation

There will be no graduation exercises in the elementary schools.

(17) Assessment Performance and Instructional Support

- (a) Each student must participate in the statewide, standardized assessment program required under [s. 1008.22, F.S](#) and the coordinated screening and progress monitoring system required under s. 1008.25, F.S. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment; or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.
- (b) To meet the provisions of [s. 1008.25, F.S](#), a system of progress monitoring is to be used for students in grades K – 3 who show substantial deficiency in reading, writing or mathematics as determined by various assessments. Each student who does not meet district specific levels of performance on the required assessments as determined by the district or who scores below Level 3 on statewide, standardized assessments in English Language Arts or mathematics, in accordance with [s. 1008.22, F.S.](#), must be provided with additional diagnostic assessments to determine the nature of the student's areas of academic need. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan required by [s. 1011.62\(9\), F.S.](#) shall include instructional and support services to be provided to meet the desired levels of performance. The district will identify the desired level of performance. A student who is not meeting the district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:
 - (i) A federally required student plan such as an individual education plan (IEP);
 - (ii) A school-wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
 - (iii) An individualized progress monitoring plan. [s.1008.25\(4\)\(b\), F.S.](#)

(18) Reading Assessment Grades K-3; Actions for Reading Deficiency and Parent/Guardian Notification

- (a) Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading, based upon screening, diagnostic, progress monitoring, or assessment data; statewide, standardized assessments, or through teacher observations, must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored and the intensive interventions must continue until the student

demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall develop rules and guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading. [s.1008.25, F.S.](#)

- (b) The parent/guardian of any student who exhibits a substantial deficiency in reading must be notified in writing of the following:
 - (i) That their child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent/guardian, of the exact nature of the student's difficulty in learning and the lack of achievement in reading.
 - (ii) A description of the current services that are provided to the child.
 - (iii) A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
 - (iv) That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
 - (v) Strategies, including multisensory strategies through a read-at-home plan for parents/guardians to use in helping their child succeed in reading.
 - (vi) The statewide, standardized assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents/guardians and the district in knowing when a child is reading at or above grade level and ready for grade promotion.
 - (vii) The district's specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4 of [s. 1008.25, F.S.](#) and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent/guardian of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
 - (viii) The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. [s.1008.25 \(5\)\(a\)\(b\)\(c\), F.S.](#)

[Coordinated screening and progress monitoring; reporting requirements. s. 1008.25, F.S.](#)

- (i) Orange County Public Schools shall use the statewide, standardized coordinated screening and progress monitoring system for the Voluntary Pre-Kindergarten Education Program, pursuant to s. 1008.25, F.S.
- (ii) For students in the Voluntary Prekindergarten Education Program through grade 2, the coordinated screening and progress monitoring system must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the program year or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year pursuant to state board rule.
- (iii) For grades 3 through 5 English Language Arts and grades 3 through 5 Mathematics, the coordinated screening and progress monitoring system must be administered at the beginning, middle, and end of the school year pursuant to state board rule. The end-of-year administration of the coordinated screening and progress monitoring system must be a comprehensive progress monitoring assessment administered in accordance with the scheduling requirements under s. 1008.22(7)(c).

(19) Promotion and Retention Grades K-5

- (a) A placement committee consisting of the principal, the classroom teacher, counselor, parent/guardian, and other appropriate personnel shall consider student progression matters including initial placement, and non-promotion. Consideration shall be given to physical, emotional, and social readiness, attendance record, previous school records, English language proficiency, participation in an alternative program, academic progress, and parent/guardian input. The principal has the responsibility for all final decisions regarding initial placement and promotion decisions.
- (b) The purpose of the educational program is to provide appropriate instruction and intervention or enrichment to enable students to perform at or above their grade level academically. Promotion from one grade to the next is based primarily on student proficiency in reading, writing, mathematics, and science, including specific levels of performance on statewide, standardized assessments at selected grade levels as determined by the Commissioner of Education. Promotion is not automatic and must be in compliance with state legislation regarding elimination of social promotion. [s. 1008.25\(1\), F.S.](#) Retention decisions should be based on more than a single score.

- (c) The following options are available for students who have not met the levels of performance for student progression:
 - (i) intensive instruction before the beginning of the next school year and promotion;
 - (ii) promote and remediate during the following year with more intensive intervention identified in the revised Progress Monitoring Plan PMP; or
 - (iii) retain and remediate using an alternative program of instructional delivery.
- (d) Students who are retained and students needing intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, and evaluation. Based on evidence of satisfactory performance in accordance with state rules, promotion may occur during the school year. [s. 1008.25\(2\)\(a-b\), F.S.](#)
- (e) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. [s. 1008.25\(6\)\(a\), F.S.](#)

(20) Third Grade Retention and Good Cause Exemptions

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under [s. 1008.22, F.S.](#) for grade 3. The district may only exempt students from mandatory retention for good cause.

Good cause exemptions are as follows:

- (a) The student is an English Language Learner (ELL) who qualifies for English for Speakers of Other Language (ESOL) services and has had less than two (2) years in the program based on the initial date of entry into a school in the United States (DEUSS) if available and if the ELL committee recommends promotion for the student. An ELL committee meeting to discuss the student's promotion/retention is required. [s. 1008.25\(6\)\(b\)1, F.S.](#)
- (b) The student is a student with a disability who has an Individual Education Plan (IEP) that indicates participation in statewide, standardized assessments are not appropriate, consistent with the requirements of [s. 1008.22](#). A student with a disability will participate in the statewide, standardized assessment as applicable under [s. 1008.22, F.S.](#) unless the IEP Team has determined that the student meets the criteria for participation in the statewide alternate assessment. The IEP Team must make a recommendation to the principal about a student's promotion/retention in accordance with the law. [s. 1008.25\(6\)\(b\)2, F.S.](#)

- (c) The student achieves a score on an alternative standardized reading test demonstrates that the student is reading on grade level or the equivalent of Level 2 performance on the appropriate English Language Arts assessment. The review of this evidence should lead to the conclusion that the student's reading achievement is higher than his/her English Language Arts score indicates. The district will use an appropriate norm-referenced test approved by the state, for the alternative test. The earliest the alternative assessment may be administered for student promotion purposes is following administration of the standardized, statewide Grade 3 English Language Arts assessment. An approved standardized reading assessment may be administered two (2) times. If given twice, a different form of the test will be given each time and there must be thirty (30) days between the assessments. [s. 1008.25\(6\)\(b\)3, F.S.](#)
- (d) The student has documented evidence placed in a student portfolio that demonstrates that the student is performing at least at an equivalent to a Level 2 on the statewide, standardized assessment in English Language Arts assessment as applicable under [s.1008.22, F.S.](#) The portfolio contents must be an accurate picture of the student's ability and only include student work that has been selected by the teacher and independently produced in the classroom. The portfolio must contain the contents listed below:
- (i) Evidence is provided that the standards assessed by the Grade 3 statewide, standardized assessment in English Language Arts have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words with an average of 500 words.
 - (ii) The portfolio contents must be an organized collection of evidence of the student's mastery of the Florida Standards for English Language Arts that are assessed by the grade 3 statewide, standardized assessment in English Language Arts. For each standard, there must be at least eight (8) examples of mastery as demonstrated by a grade of 70% or above. The portfolio must be signed as an accurate assessment of student mastery by the principal and teacher. [s. 1008.25\(6\)\(b\)4, F.S.; Rule 6A-1.094221, F.A.C.](#)
- (e) The student is a student with a disability who has participated in statewide, standardized assessment in English Language Arts and has an Individual Education Plan (IEP) or a Section 504 plan that indicates he or she has received intensive instruction in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, first, second, or third grade. [s. 1008.25\(6\)\(b\)5, F.S.](#)
- (f) Students who have received intensive reading intervention for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two (2) years. A student may not be retained more than once in grade 3. [s. 1008.25\(6\)\(b\)5, F.S.](#)

(21) Good Cause Exemption Documentation

District guidelines specify these exemptions and conditions as stated in law. [s. 1008.25\(6\)\(c\), F.S.](#) District guidelines contain the process for establishing, documenting, and submitting the exemption request for approval by the Superintendent.

- (a) Requests for good cause exemptions for students from the mandatory retention requirement must include the following:
 - (i) Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Documentation shall only consist of the existing PMP, IEP, if applicable, report card, or student portfolio.
 - (ii) Discussion between the teacher and the school principal to review the recommendation and make the determination if the student should be promoted or retained based on the Good Cause exemption criteria. If the school principal determines that the student should be promoted based on the exemption criteria, the principal must submit the recommendation in writing to the Superintendent. The Superintendent shall accept or reject the school principal's recommendation in writing.

(22) Successful Progression for Retained Third Grade Students

- (a) Students retained under [s. 1008.25\(5\)\(b\), F.S.](#) must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, and prepare the student for promotion to the next grade. These interventions must include:
 - (i) Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
 - (ii) Participation in the district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1, [s. 1008.25\(7\)\(a\), F.S.](#)
 - (iii) A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1, [s. 1008.25\(7\)\(a\), F.S.](#) This instruction may include:
 - a. integration of content-rich texts in science and social studies within the ninety (90) minute block;
 - b. reduced teacher-student ratios;
 - c. small group instruction;

- d. frequent progress monitoring;
 - e. tutoring or mentoring;
 - f. extended school day, week, or year; and
 - g. transition classes containing grade 3 and grade 4 students.
- (b) Those students who qualify for good cause exemption through the portfolio must be given the opportunity to have a portfolio. The parent/guardian notice of retention for a grade 3 student due to reading deficiency must state the reason for retention and the reasons why the child is not eligible for good cause exemption. A description of the proposed interventions and supports for the child to remediate the reading deficiency must be included. [s. 1008.25\(7\)\(b\)3, F.S.](#) Students who are retained, including students participating in the school district's summer reading camp, will be assigned to a highly effective teacher as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#) and beginning July 1, 2021, the teacher must also be certified or endorsed in reading.

(23) Intensive Acceleration Class for Retained Third Grade Students

Each school must establish, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration class must provide the following, in accordance with [s. 1008.25, F.S.](#):

- (a) Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts;
- (b) Small group instruction;
- (c) Reduced teacher-student ratios;
- (d) The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.
- (e) A read-at-home plan;
- (f) This provision does not mandate the use of a speech and language pathologist, but rather allows the speech and language pathologist to be involved in designing the intensive accelerated class and, through multi-stream funding, work with certain students whose diagnosed reading deficiencies might best be addressed by a speech and language pathologist.

(24) During-Year Promotion

A during-year or mid-year promotion can be made for any student retained in the third grade due to a reading deficiency as evidenced by not scoring a Level 2 or above on the statewide, standardized assessment in accordance with [s. 1008.25\(5\)\(b\), F.S.](#), if the student can demonstrate that he or she is a successful and independent reader and is performing at or above grade level in reading and English Language Arts. In reevaluating any student retained, schools may use subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the Florida Department of Education. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. [s. 1008.25, F.S.](#)

(25) Parent/Guardian Notice and Annual Reporting of Progress

- (a) The parents/guardians of a student not making adequate progress toward promotion must be notified in writing by the beginning of the third grading period and given an opportunity to meet with the placement committee.
- (b) Progress of the student toward achieving state and district expectations for satisfactory performance in English Language Arts, mathematics, and science on the statewide, standardized assessments. The district must report to the parent/guardian the student's results on each statewide, standardized assessment and the coordinated screening and progress monitoring system. The evaluation of this progress must be based on classroom work, observations, district and state assessments, response to intensive interventions provided under [s. 1008.25\(5\)\(a\), F.S.](#), or other relevant information [s. 1008.25\(8\)\(a\), F.S.](#)
- (c) The parent/guardian of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing, as described in the section Reading Deficiency and Parent/Guardian Notification Grades K-3, that a reading deficiency has been identified.

(26) Academically Challenging Curriculum to Enhance Learning (ACCEL) Option [s. 1002.3105, F.S.](#)

- (a) Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. The following ACCEL options are offered:
 - (i) whole-grade and during year promotion,
 - (ii) subject-matter acceleration,
 - (iii) virtual instruction in higher grade level subjects, and

(iv) Credit Acceleration Program under [s. 1003.4295, F.S.](#)

- (b) Additional ACCEL options may include, but are not limited to, the following strategies. These are possible strategies that may be applied but are not required components of implementation: enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum. Per FDOE technical guidance, the following explanation is provided. *Special note: Curriculum compacting is a process whereby a student is given a pre-assessment giving the teacher information about what content the student has already mastered. The student would then not be required to complete mastered content, but work on alternate or enrichment activities instead. In 'telescoped' curriculum, material is not necessarily 'skipped' but students move more quickly through all material thereby eliminating repetition and considerably increasing the pace of instruction to meet the needs of high potential students.*

(27) Parent/Guardian Notification

- (a) Each principal must inform and advise parents/guardians and students of the ACCEL options available at the school as well as options that may result in the student attending a different school and the student eligibility requirements for ACCEL options established pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#) This information will include the process by which a parent/guardian may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that may be available at the student's school or would result in a student attending a different school, pursuant to [s. 1002.3105\(4\)\(b\)2, F.S.](#)
- (b) The district must advise parents/guardians and students to contact the principal at the student's school for information related to:
- (i) student eligibility requirements for whole grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to [s. 1002.3105\(2\)\(a\), F.S., and](#)
 - (ii) the process by which a parent/guardian may request student participation in these acceleration options.

(28) Eligibility and Procedural Requirements:

- (a) When promotion or acceleration occurs within the principal's school, each principal must establish student eligibility requirements for virtual instruction in higher grade level subjects; whole-grade promotion; during-year promotion; and subject-matter acceleration. If a school offers as ACCEL options enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced

instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements. Principals will follow the policies set forth in the Student Progression Plan to maintain consistent practice throughout the district.

- (b) The district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, during-year promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the district must be included in the district's comprehensive student progression plan as outlined in [s. 1008.25, F.S.](#)
- (c) When establishing student eligibility requirements, principals and school districts must consider at a minimum:
 - (i) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to [s. 1008.22, F.S.](#);
 - (ii) The student's grade point average;
 - (iii) The student's attendance and conduct record;
 - (iv) Recommendations from one or more of the student's teachers in core-curricula courses as outlined in [s. 1003.01\(14\)\(a\)-\(e\), F.S.](#) and [s. 1002.3105\(3\)\(a\)-\(e\), F.S.](#);
 - (v) A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.
- (d) A final eligibility requirement is a recommendation made by the principal and approved by the Area Superintendent.

(29) Parent/Guardian Request and Student Eligibility

- (a) Each principal must establish a process by which a parent/guardian may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent/guardian selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to [s. 1002.3105\(4\)\(b\), F.S.](#), the student must be provided the opportunity to participate in the ACCEL option. Principals will follow the policies set forth in the Student Progression Plan to maintain consistent practice throughout the district.
- (b) Each school district must establish a process by which a parent/guardian may request student participation in whole-grade promotion, during year promotion, or subject-matter acceleration that would result in a student

attending a different school. If the parent/guardian selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive Student Progression Plan, as required in [s. 1002.3105\(2\)\(b\), F.S.](#), the student must be provided the opportunity to participate in the ACCEL option.

- (c) In this Student Progression Plan, the school and district process of student eligibility and parent/guardian request is contained in each grade level section. For elementary students, eligibility criteria for whole grade or during year promotion are:

High Performance:

- (i) Grades K-3: Mastery in mathematics and reading reflective of standards mastery on a selected assessment determined by the district.
- (ii) A second grade student cannot be considered for whole year promotion to grade 4 due to the third grade reading assessment requirement.
- (iii) Grades 4-5: Level 5 performance in English Language Arts and mathematics on statewide, standardized assessments (to include performance in science for end-of-year fifth grade requests).
- (iv) Subject grades equivalent to A's and B's.
- (v) Outstanding (or 1s) in all indicators of conduct in the current school year (listed under Social Development or Social Development/Work Habits).
- (vi) Less than four (4) unexcused absences in current or prior school year.
- (vii) Recommendation by a core subject teacher and a certified school counselor.
- (viii) The principal must agree with the acceleration.

- (d) Eligibility for subject matter acceleration for elementary students will be the same criteria used for whole year or during year promotion with these exceptions:

- (i) Grades K-3: Mastery in mathematics or K-2 mastery in English Language Arts reflective of standards mastery on a selected assessment determined by the district. A grade 3 student may not participate in subject matter acceleration for ELA due to the state reading assessment requirement.

- (ii) Grades 4-5: Level 5 statewide, standardized assessment performance in ELA or mathematics or science (in grade 5), as related to the desired subject;
- (e) Parent/guardian request is to be made by May 1 on an acceleration request form available at the school and school decision will be made by June 15 (for grades K-3) or July 15 dependent on release of statewide, standardized assessment scores (for grades 4-5). Enactment of the promotion or subject acceleration will occur for the start of the school year. If a parent/guardian misses the May 1 deadline, then during year promotion or subject acceleration may occur before or by October 30 with a required parent/guardian request submitted by September 1. Any recommended request must have final approval by the Area Superintendent of the school. If the school does not recommend a parent/guardian request, the parent/guardian may write an appeal to the Area Superintendent explaining why the request should be approved.
- (f) If promotion places a student in sixth grade, involving a building change, the elementary school principal will inform the middle school principal.

(30) Student Performance Contract

- (a) If a student participates in an ACCEL option pursuant to the parent's/guardian's request under [s. 1002.3105\(4\)\(c\), F.S.](#), a performance contract must require compliance with minimum student attendance requirements and minimum student conduct requirements. The contract may contain ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.
- (b) If a principal initiates a student's participation in an ACCEL option, the student's parent/guardian must be notified. To accommodate special cases, in a principal-initiated ACCEL option for a student, the principal may waive specific eligibility requirements if approved by the Area Superintendent or principal supervisor. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal. [s. 1002.3105\(4\)\(d\), F.S.](#)

(31) Orange County Virtual School and Florida Virtual School

The district shall provide students with access to enroll in courses available through the Orange County Virtual School (OCVS) and/or Florida Virtual School (FLVS) and award credit for successful completion of such courses. Access shall be available to students during and after the normal school day and through summer school enrollment. [s. 1001.42\(23\), F.S.](#) Student participation may involve full-time or part-time enrollment for students in kindergarten through grade 12. [s. 1002.37, F.S.](#) To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in [s. 1002.455, F.S.](#)

(32) Digital Learning s. 1002.321, F.S.

Customized and Accelerated Learning - The district must establish multiple opportunities for student participation in part-time and full-time kindergarten through grade 12 virtual instruction. Options include, but are not limited to, the following:

- (a) District operated part-time or full-time virtual instruction programs under [s. 1002.45\(1\)\(b\), F.S.](#) for kindergarten through grade 12 students enrolled in the school district. A full-time program shall operate under its own Master School Identification Number.
- (b) Florida Virtual School instructional services authorized under [s. 1002.37, F.S.](#) Blended learning instruction provided by charter schools authorized under [s. 1002.33, F.S.](#)
- (c) Full-time virtual charter school instruction authorized under [s. 1002.33, F.S.](#) Courses delivered in the traditional school setting by personnel providing direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques pursuant to [s. 1003.98, F.S.](#)

(33) Virtual School

- (a) Orange County Virtual School and Florida Virtual School may provide full-time and part-time instruction for students in kindergarten through grade 12. To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in [s. 1002.455\(2\), F.S.](#)
- (b) Public school students receiving part-time instruction by the Orange County Virtual School or the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of course assessments required pursuant to [s. 1008.22\(3\)\(c\)2, F.S.](#)

FLVS students will take statewide assessments at the school to which the student would be assigned according to the district attendance areas. OCVS students will either test at the OCVS campus or at their zoned school.

(34) Virtual Instruction Programs

The district must provide parents/guardians with timely written notification of at least one (1) open enrollment period for full-time students of ninety (90) days or more that ends thirty (30) days before the first day of the school year. The purpose of the program is to make quality virtual instruction available to students using online and distance learning technology in the non-traditional classroom. A school district virtual instruction program shall consist of the following:

- (a) Full-time virtual instruction for students enrolled in kindergarten through grade 12;

- (b) Part-time virtual instruction for students enrolled in kindergarten through grade 12 courses are measured by each approved provider's school grade or school improvement rating as specified in [s. 1002.45\(8\)\(a\)2., F.S.](#); and
- (c) Full-time or part-time virtual instruction for students enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice (DJJ) education programs, core-curricula courses to meet class size requirements, or Florida College System institutions.

(35) Student Eligibility for K-12 Virtual Instruction

- (a) All students, including home education and private school students, are eligible to participate in virtual instruction in any of the following virtual instruction options [s. 1002.455, F.S.](#):
 - (i) School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under [s. 1002.45\(1\)\(b\), F.S.](#) for students enrolled in the school district.
 - (ii) Part-time or full-time virtual charter school instruction authorized under [s. 1002.33, F.S. to students within the school district](#)
 - (iii) [Virtual courses offered in the course code directory to students within the school district](#)
 - (iv) [Florida Virtual School instructional services authorized under s.1002.37, F. S.](#)
 - (v) [Virtual instruction provided by a school district through a contract with an approved virtual instruction program provider under s.1002.45\(1\)\(c\)2 F. S. to students within the school district](#)

C. Student Progression – Exceptional Student Education Grades K-5

(1) Exceptional Student Education Staffing

- (a) Placement of a student into an exceptional student education program shall follow the procedures established in the Policies and Procedures (P&P) document for exceptional student education services. No student shall be placed in an exceptional student education program unless that student meets approved criteria and is properly determined eligible by a staffing committee. The Individual Education Plan (IEP) document shall be used by IEP Teams in making appropriate placement recommendations based on identified student service needs.
- (b) For students who are in the Gifted Program, the Gifted Education Plan (EP) document shall be used by EP Teams in making appropriate placement recommendations based on identified student service needs.

(2) Exceptional Student Education Services (K-5)

A student with a disability who receives Exceptional Student Education (ESE) services is expected to meet the same state requirements and district expectations as a student who does not have a disability. Educational related special education services, and allowable and appropriate accommodations or modifications to state requirements and district expectations are defined by federal and state law, and are determined by the eligibility staffing committee as outlined in the P&P document for exceptional student education services. (FDOE P&P Document-Orange).

For students with disabilities in grades 1-3, who participate in district and state assessments, documentation shall be provided of remediation activities related to reading, writing, and mathematics when determining promotion or retention.

(3) Promotion of Students with Disabilities

Students with disabilities in exceptional student education programs shall be promoted to the next grade level on the basis of appropriate academic and adaptive behavioral evaluations.

(4) Retention of Students with Disabilities

(a) Retention of a student shall be limited to two (2) years in the elementary grades unless an IEP Team recommends additional retention. Students in grade 3, not scoring above Level 1 on the statewide, standardized English Language Arts assessment, will be retained as required in statute unless they qualify for the good cause exemption. [s. 1008.25, F.S.](#)

(b) The parents/guardians of a student not making adequate progress must be notified in writing by the end of the third grading period if teacher judgment indicates the student may not be meeting promotion standards.

(5) Dismissal from an Exceptional Student Education Program

Dismissal of students from an exceptional student education or change in eligibility for an ESE program shall be determined by an eligibility staffing committee as outlined in the Policies and Procedures (P&P) document for exceptional student education services.

D. Student Progression – English Language Learners (ELL) K-5

(1) Identification of English Language Learners

All students that are possible candidates to receive English for Speakers of Other Languages (ESOL) services based on the Home Language Survey (HLS) must be appropriately identified in order to ensure appropriate services. The identification process of ELLs will follow the district's ELL Plan. A copy of the ELL Plan can be found on the Multilingual Services department website. (Florida Consent Decree Part I. Identification and Assessment and Rule 6A-6.0902, F.A.C., Requirements

for Identification, Eligibility, and Programmatic Assessments of English Language Learners)

(2) Exiting English for Speakers of Other Languages Program (ESOL)
[Rule 6A-6.0903, F.A.C.](#)

Students in grades K-2 may be exited from the ESOL program by scoring at least a level 4 in the reading domain of the statewide English Language Proficiency (ELP) Assessment (Access for ELLs 2.0) and a level 4 composite score on the ELP.

Students in grades 3-9 may be exited from the ESOL program by scoring at least a Level 4 in the reading domain of the statewide English Language Proficiency (ELP) assessment (Access for ELLs 2.0) and a Level 4 composite score on the ELP. Students must also earn a passing score on the grade level statewide, standardized assessment in English Language Arts (ELA).

For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater and a passing score on the FSAA, pursuant to [Rule 6A-1.09430, F.A.C.](#)

Students may also exit by the decision of an English Language Learner (ELL) Committee.

(3) Progress Monitoring and Promotion Retention Process

English Language Learner students in grades K–5 who are unable to demonstrate mastery in academic subject areas as described in the Student Progression Plan will be referred to an ELL committee. This committee will develop a plan for the student in accordance with the following guidelines and procedures:

- (a) The Good Cause Exemption for English Speakers of Other Languages (ESOL) (under two (2) years based on Date Entered US school), states that a student should not be considered for retention due to the student needing an additional year to learn English or the lack of English proficiency.
- (b) Determine any lack of academic progress in the areas of English Language Arts (ELA), mathematics, and/or science using indicators that include, but are not limited to, pre-tests and post-tests, state developed English Language proficiency Assessment results, alternative assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress. Florida Consent Decree Part Equal Access to Appropriate Programming and [Rule 6A-6.0902, F.A.C.](#)
- (c) The first ELL committee meeting develops an ELL progress monitoring plan that includes a list of intensive instructional supports designed to assist the ELL student (NOTE: ESOL accommodations are not considered remedial strategies). [Rule 6A-6.0904, F.A.C.](#), Equal Access to Appropriate Instruction for English Language Learners. This plan will be developed and monitored according to the MTSS procedures.

- (d) The second ELL committee meeting is held within nine (9) weeks (after one quarter) to review the effectiveness of the support. If the ELL student does not make satisfactory progress, the ELL Committee will revise the established plan and determine additional and more intense instructional support. [Rule 6A-6.0904, F.A.C.](#)
 - (e) If the ELL student still has not made satisfactory progress after implementing the plan for at least eighteen (18) weeks, the ELL committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion. Both ELL meetings must be documented in the ELL portfolio and proper steps taken to ensure that the student received the necessary support. [Rule 6A-6.0904, F.A.C.](#)
 - (f) The ELL committee may exempt ELL students from the retention provision. The ELL student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/native language, receipt of two (2) years or less of instruction in an approved ESOL program based on the date entered a US school, current academic progress corresponding to the language arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility. [Rule 6A-6.0904, F.A.C.](#)
 - (g) An ELL student who has received more than two (2) years of instruction in an approved ESOL program may be retained when there is a lack of academic progress in grade level concepts.
 - (h) The ELL committee shall meet to document the evidence indicating lack of academic progress and to recommend retention (third meeting). The parent/guardian must be invited to attend all meetings.
 - (i) The teacher(s) must show extensive documentation of the ESOL strategies and intense instructional support used to provide the student with comprehensible instruction.
 - (j) The reason for retention must not imply the student needs an extra year to learn English or that the under-performance is due to the child's limited English proficiency. [Rule 6A-1.09432, F.A.C.](#), Assessment of Limited English Proficient Students.
- (4) Grading and Documenting Academic Progress of ELL Students
- (a) Course grades and academic progress of ELL students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable appropriate grade level standards-based instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and necessary curriculum accommodations based on the student's language proficiency level.
 - (b) If there is a continued pattern of academic underperformance, the ELL committee shall meet to review the reasons for the student's lack of

progress. The reason(s) documented for the academic under-performance of an ELL student must not imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.

- (c) The following documentation shall be included in the student's ELL portfolio:
 - (i) Documentation of the ESOL strategies used by the Language Arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student's academic progress.
 - (ii) Parent/guardian contacts or attempts made to inform the parent/guardian of the student's under-performance. Notices to parent/guardian of ELL students must be provided in the home/native language, whenever feasible. [Rule 6A-6.0904, F.A.C.](#), Equal Access to Appropriate Instruction for English Language Learners
- (d) An English Language Learner's teacher, parent/guardian, parent's/guardian's designee, or other school personnel may request the convening of an ELL committee at any time after the end of the student's first semester in the program to identify any special problems which may be hindering a student's progress. An ELL committee shall make appropriate recommendations, as necessary, for the modification of the student's ELL Student Plan. The nature and basis of such modification, if any, shall be documented in each student's ELL Student Plan. [Rule 6A-6.09022, F.A.C.](#), Extension of Services in English for Speakers of Other Languages (ESOL) Program
- (e) The ELL committee shall review the student's academic record holistically and shall consider the assessment results from the assessment administered under subsection (2) of this rule and the following criteria to determine whether the student is English language proficient:
 - (i) Extent and nature of prior educational or academic experience, social experience, and a student interview;
 - (ii) Written recommendation and observation by current and previous instructional and supportive services staff;
 - (iii) Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
 - (iv) Grades from the current or previous years; and
 - (v) Results from tests other than the assessment according to subsection (2) of this rule.

- (f) Documentation of any instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant or ESOL Compliance Specialist (ECS) available at the school.
- (g) An ELL student who has received more than two (2) years of instruction in an approved ESOL program may be retained when there is a lack of academic progress in grade level concepts.
- (h) The ELL committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The parent/guardian must be invited to attend all meetings.
- (i) The teacher(s) must show extensive documentation of the ESOL strategies and intense instructional support used to provide the student with comprehensible instruction.
- (j) The reason for retention must not imply the student needs an extra year to learn English or that the under-performance is due to the child's limited English proficiency.

E. Student Progression – Middle Grades 6-8

(1) Precedence of Florida Statutes

Prior to annual revisions to this plan based on annual legislation and technical assistance from the Florida Department of Education, it is understood that current and future Florida Statutes (F.S.) are applicable to the practice and compliance of the district and take precedence over the items in this document.

(2) Required Public Notice and Report

- (a) To comply with [s. 1008.25, F.S.](#), the district will annually publish on the district website and in the local newspaper the following information on the prior school year: provisions of the law relating to public school student progression and the district's policies and procedures on student retention and promotion; by grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment; by grade, the number and percentage of all students in grades 3-10; and any revisions to Board policy on retention and promotion from the prior year. [s. 1008.25\(8\)\(b\), F.S.](#)
- (b) Under the Multicultural Education, Training, and Advocacy (META) Consent Decree, students who are English Language Learners (ELL) must receive comprehensible instruction and equal access to appropriate programming comparable in amount, scope, sequence, and quality to that provided to English proficient students and it needs to be documented in the form of an ELL student plan. Schools are monitored for compliance with state and federal rules, regulations, based on the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

- (c) In addition, OCPS receives federal funding to provide supplemental professional development to teachers of students who are ELL, and to provide scientifically research-based academic supports to assist ELL academic achievement and English language acquisition. The annual progress of students who are ELL will be measured by student performance on the state English Language Proficiency test (ACCESS for ELLs 2.0) in the areas of: progress in English Language Acquisition, percent proficient in English Language Acquisition, and district progress in graduation rate and content areas as measured by statewide, standardized assessments.

(3) Interstate Compact on Educational Opportunity for Military Children

- (a) The purpose of this compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents/guardians. This compact applies to: (i) active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. s 1209 and 1211; (ii) members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of (1) year after medical discharge or retirement; and (iii) members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death. This compact applies to local educational agencies.
- (b) This compact does not apply to children of inactive members of the National Guard and military reserves; members of the uniformed services now retired except as provided in section (3)(a) above; veterans of the uniformed services except as outlined in section (3)(a) above; and other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.
- (c) If a child's education records cannot be released to the parent/guardian for the purpose of transfer, the custodian of records in the sending state shall prepare and furnish to the parent/guardian a complete set of official educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based the information provided in the unofficial records pending validation by the official records, as quickly as possible. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state within ten (10) days or within such time as is reasonable determined under the rules adopted by the Interstate Commission.
- (d) Students are to be given thirty (30) days from the date of enrollment or within such time as is reasonable determined under the rules adopted by the Interstate Commission to obtain any immunization required by the

receiving state. For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time as is reasonable determined under the rules promulgated by the Interstate Commission.

- (e) Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.
- (f) If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to: Honors, International Baccalaureate, Advanced Placement, Advanced International Certificate of Education, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in courses.
- (g) The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to, gifted and talented programs, and English as a Second Language (ESOL). [s. 1000.36, F.S.](#)
- (h) For eligibility of enrolling a child per the Military Compact, a special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parent/guardian participation and consent.
- (i) A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent/guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/guardian.
- (j) A transitioning military child, placed in the care of a noncustodial parent/guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/guardian, may continue to attend the school in which he or she enrolled while residing with the custodial parent/guardian.

- (k) The state and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline; to the extent they are otherwise qualified.

(4) Assistance to Transitioning Students from Military Families

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent/guardian of the student must assume responsibility for transporting the student to that school. Special academic programs, under the provision of this section, include magnet schools and magnet programs, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate. [s. 1003.05\(3\), F.S.](#)

(5) Compulsory School Attendance

- (a) All children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1 of any school year, or who are older than six (6) years of age but who have not attained the age of sixteen (16) years, are required to attend school regularly during the entire school term. Public school students who have attained the age of sixteen (16) years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent to terminate school enrollment is filed with the district. [ss. 1003.21\(1\)\(a\)1 and 2\(c\), F.S.](#)
- (b) A student who attains the age of sixteen (16) years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district. Public school students who have attained the age of sixteen (16) years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district.
 - (i) The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent/guardian. The district must notify the student's parent/guardian of receipt of the student's declaration of intent to terminate school enrollment. The student's certified school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to,

adult education and GED®/2014 GED® test preparation. Additionally, the student must complete a survey in a format prescribed by the Florida Department of Education (FDOE) to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

- (c) Additional information regarding School Attendance can be found in the School Board of Orange County, Florida, Policy JE, titled, "Student Attendance."

(6) Comprehensive K-20 Career and Education Planning

- (a) The district is responsible to prepare all students at every level for the transition from school to postsecondary education or work by providing information regarding:
 - (i) Career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to pursue postsecondary instruction required to enter each career.
 - (ii) How to make informed decisions about the program of study that best addresses the students' interests and abilities while preparing them to enter postsecondary education or the workforce.
 - (iii) Recommend coursework and programs that prepare students for success in their areas of interest and ability.
- (b) The district shall make available digital materials, Career and Professional Education (CAPE) Digital Tool certificates, and CAPE industry certifications for students in prekindergarten through grade 12 integrated into subject area curricula, offered as a separate course, open-access, options, online, or digital computer applications.

(7) Middle School Curriculum and Progression

- (a) The district shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet state standards in the following subject areas: English Language Arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. [s. 1003.42\(1\), F.S.](#)
- (b) Developmentally appropriate curriculum guidelines based on state standards have been developed by the district and can be found in the Instructional Management System (IMS) and Learning Management System (LMS). Student performance is based on state standards . Units in alcohol, drugs, tobacco, sexuality education and HIV/AIDS infection shall be offered in grades 6-8. Dating violence information and prevention shall be provided to all grade 7 and grade 8 students as stated in [s. 1006.148,](#)

[F.S.](#) The middle grades curriculum will also include career education, critical thinking and computer literacy skills. Physical education, exploratory vocational/fine arts experiences, and other elective courses will comprise the remainder of the middle grades schedule. The district will provide support and assistance to schools and teachers for implementation of research-based, effective instruction to produce student achievement of state academic standards, including the areas of English Language Arts and mathematics. [s.1006.148, F.S.](#)

(8) Readiness for Postsecondary Education and the Workplace

- (a) Middle grades students and their parents/guardians shall develop a four to five year academic and career plan based on postsecondary and career goals. Alternate career and academic destinations will be considered with bridges between destinations to enable students to shift academic and career priorities if they choose to change goals. The destinations shall accommodate the needs of students served in exceptional education programs to the extent appropriate for individual students. Students and their parents/guardians shall choose among destinations, which will include:
 - (i) Four-year postsecondary degree,
 - (ii) Two-year postsecondary degree,
 - (iii) Postsecondary career certificate,
 - (iv) Immediate employment or entry-level military, or
 - (v) A combination of the above.
- (b) Parents/guardians and students are to become partners with school personnel in career exploration and educational decision-making. Clear academic course expectations that emphasize rigorous and relevant coursework shall be made available to all students by allowing both student and parent/guardian choice.

(9) Required Curriculum

Each school must inform parents/guardians about the course curriculum and activities. [s. 1003.4156\(1\)\(e\), F.S.](#) The student must successfully complete academic courses as follows: [s. 1003.4156\(1\)\(a\), F.S.](#)

- (a) Mathematics. Three middle grades or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or geometry course is not contingent upon the student's performance on the end-of-course (EOC) assessment required under [s. 1008.22\(3\), F.S.](#) However, to earn high school credit for an Algebra I or Geometry course, a student must take the associated statewide EOC for 30% of the course grade.

- (b) English Language Arts. Three middle grades or higher courses in English Language Arts, which shall emphasize literature, composition and technical text. An intensive reading course shall be provided at each grade level for those students for whom the district deems such reading instruction appropriate.
- (c) Science. Three middle grades or higher courses in science, to include life science, earth space science and physical science strands.
- (d) Physical Education. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to [s. 1010.305, F.S.](#) A student may waive out of this physical education requirement if he/she meets one of the following criteria:
 - (i) The student is enrolled or required to enroll in a remedial course.
 - (ii) The student's parent/guardian or legal guardian indicates in writing to the school that:
 - a. The parent/guardian or legal guardian requests that the student enroll in another course from among those courses offered as options by the district; or
 - b. The student is participating in physical activities outside the school, which are equal to or in excess of the mandated requirement. [s. 1003.455, F.S.](#)
- (e) Proper documentation must be provided each year that the student's parent/guardian is requesting to waive physical education. A new signed request form from the student's parent/guardian is required for each additional year that a student is eligible and requests to waive physical education.
- (f) Electives. Students who have special interest/talent in music may elect to take an elective course as offered by the school.
- (g) Social Studies. Three middle grades or higher courses in social studies, one semester of which must include the study of federal, state, and local governments and civics education.
 - (i) One of these courses must be at least a one-semester civics education course that a student successfully completes in accordance with [s. 1008.22\(3\)\(c\), F.S.](#) and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the

Declaration of Independence, and the Constitution of the United States.

- (ii) Each student's performance on the statewide, standardized Civics EOC assessment or the statewide, standardized EOC Civics assessment shall constitute thirty (30) percent of the student's final course grade.
- (iii) A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

(h) One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under [s. 445.07](#). The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under [s. 1003.4285](#); the requirements for each scholarship in the Florida Bright Futures Scholarship program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate program; the Advanced International Certificate of Education program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to [s. 1003.492](#) or [s. 1008.44](#). The course may be implemented as a stand-alone course or integrated into another course or courses.

- (i) Other assessment methods, scheduling patterns, and the combining of courses may be employed by schools for the accomplishment of student achievement or school improvement projects with the approval of the superintendent or designee.

(10) Intensive Reading and Mathematics Remediation Requirements

- (a) For each year in which a student scores at Level 1 or Level 2 on the statewide, standardized assessment in ELA, the student may be enrolled

in and complete an intensive reading course the following year. Reading courses shall be designed and offered pursuant to the district comprehensive reading plan required by [s. 1011.62\(9\), F.S.](#) Reading intervention placement and progress monitoring three times per year must occur following the guidelines established in [s. 1003.4156\(1\)\(b\), F.S.](#)

- (b) For each year in which a student scores at Level 1 or Level 2 on FSA Mathematics, the student must receive remediation the following year, which may be integrated into the student’s required mathematics course.

(11) Report Cards

- (a) A report card will be issued at grading period intervals. The report card will clearly depict and grade the student’s academic performance in each class or course based on examinations as well as written papers, class participation, and other academic performance criteria. The report card will depict the student’s conduct and behavior, as well as student attendance, including absences and tardiness. [s. 1003.33\(1\), F.S.](#) The middle school report card will include semester grades. The final report card for a school year shall contain a statement indicating the end of year status, performance or non-performance at grade level, behavior, attendance, and promotion or non-promotion. The district may use a separate report notice for statement of promotion or non-promotion. [s. 1003.33\(2\), F.S.](#)
- (b) Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student’s attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. [s. 1003.33\(2\), F.S.](#)

(12) Grading Scale and Computation of Grade Point Average (GPA) Grades 6-12: Unweighted

- (a) The grading system and interpretation of letter grades will be as prescribed by state statute. [s. 1003.437\(1-5\), F.S.](#) The unweighted grading scale will be:

Grade	Percentage	Grade Point Average Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

For secondary courses, students cannot receive less than 50% for the following grading periods:

Report Card 1	RC1
Report Card 2	RC2
Report Card 3	RC3
Report Card 4	RC4

Semester 1	Sem1
Semester 2	Sem2

Final	Fin
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- (b) A student in middle grades who takes any high school course for high school credit and earns a grade of “C”, “D”, or “F”, or the equivalent of “C”, “D”, or “F”, the district forgiveness policy allows the replacement of the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to the district’s forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.
- (c) Rule [6A-1.0955\(3\)\(a\)\(7\), F.A.C.](#) requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student’s transcript. The authority for the District to adopt a forgiveness policy does not provide the authority to the district to alter a student’s academic record to delete the forgiven course, and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements. The district does not have the authority to purge that student’s record to delete the first grade. All forgiven courses and grades must be included on a student’s transcript as an accurate reflection of the student’s record of achievement.

(13) Final Course Grading

(a) Statewide EOC Assessments and Final Examination Grades

- (i) All students who take statewide EOC assessments in the 2014-15 school year and later in any entering ninth grade cohort are subject to the following rules concerning the use of statewide assessments as the final examination counting for thirty (30) percent of the overall course grade. The Semester 1 and Semester 2 grades will each be 35% of the overall course grade. The semester and exam grade will

be averaged using numerical values between 50 and 100. The numerical value for the EOC will be provided in accordance with the EOC Assessment Crosswalks, in this section. The 30% calculation as provided in this document is not permitted to be changed through grade change procedures.

- (ii) All students associated with the course codes in Table 1 below are required to take the assessment in order to receive a final course grade. If a student does not take the assessment, they will receive no final course grade until the student takes the assessment.
- (iii) If a student retakes a course in Table 1 for any reason, the student will be required to take the statewide assessment aligned to the course to receive their final examination grade for the course. Only the assessment administered during the retaking of the course will be used in the course grade. No process will be used that provides the higher of two or more assessment results to determine the course grade. All grade forgiveness rules outlined must be followed for a student to be eligible to attempt grade forgiveness in a course.
- (iv) The crosswalk between scale scores and the thirty (30) percent final examination grade is established in the following tables, “Crosswalk of Scale Scores and Course Grades” that must be made available to teachers.
- (v) If a student has their assessment invalidated for any student behavior in violation of statewide assessment policies and procedures or does not take the final examination, no assessment grade will be manually entered and students will not earn credit until the EOC. If the score is invalidated due to teacher behavior, the student will have the opportunity to take the assessment again in the next statewide administration window.

Table 1: Courses Included in the Statewide 30% Calculation

Course										
Algebra I	1200310	1200320	1200380	1200390	1209810	1200386				
Geometry	1206310	1206320	1206810	1209820						
Civics	2106010	2106015	2106016	2106020	2106025	2106026	2106029	2100045	2106027	2106028
Biology	2000310	2000320	2000322	2000430	2000800	2002440	2002450	2000850		
US History	2100310	2100320		2100480						

(b) Common Final Exams and Final Examination Grades

- (i) All Common Final Exams (CFEs) must count for twenty (20) percent of the overall course grade for secondary courses. All teachers at a school who teach the same course will use the raw scores from district-created assessments to collaboratively determine final examination grades. The Semester 1 and Semester 2 grades will each be 40% of the overall course grade for full year courses. For semester courses, the calculation will be conducted as 80%

semester grade and 20% CFE grade. The semester and exam grade will be averaged using numerical values between 50 and 100.

- (ii) If a student retakes a course with a Common Final Exam for any reason, the student will be required to take the Common Final Exam aligned to the course to receive their final examination grade for the course. Only the assessment administered during the retaking of the course will be used in the course grade. No process will be used that provides the higher of two or more assessment results to determine the course grade. All grade forgiveness rules outlined must be followed for a student to be eligible to attempt grade forgiveness in a course.
- (iii) If a student in a secondary course has their Common Final Exam invalidated for any student behavior in violation of statewide test policies and procedures or does not take the final examination, the assessment will be averaged in based on the lowest score on the EOC Assessment Crosswalks. If the score is invalidated due to teacher behavior, the student will have the opportunity to take the assessment again in the next administration window.
- (iv) Courses offered through Orange County Virtual School (OCVS) contain final examinations embedded within the course content which are included in the calculation of the final grade and are not subject to the Common Final Exam requirements.

(c) Statewide, Standardized Assessments and Final Examination Grades

If a student takes a course aligned with a statewide, standardized assessment that is not the Algebra I, or Geometry assessment, the student will not receive a final examination grade associated with performance on the statewide, standardized assessment.

(d) National Assessments and Final Examination Grades

If a student takes a course aligned with an Advanced Placement (AP) national end-of-year assessment, the student will not receive a final examination grade associated with their performance on the assessment.

(14) Crosswalk of Scale Scores and Course Grades

The below charts describe the translation between statewide assessment scores, letter grades and grade values. These charts may be provided to teachers and other school personnel to assist in understanding the thirty (30) percent process.

Algebra I: Scale Score to Grade Value

325	F	59
326	D	60
327	D	61
328	D	61

329	D	61
330	D	61
331	D	61
332	D	61
333	D	61
334	D	61
335	D	62
336	D	62
337	D	62
338	D	62
339	D	62
340	D	63
341	D	63
342	D	63
343	D	63
344	D	63
345	D	64
346	D	64
347	D	64
348	D	64
349	D	65
350	D	65
351	D	65
352	D	66
353	D	66
354	D	66
355	D	67
356	D	67
357	D	68
358	D	68
359	D	68
360	D	69
361	D	69
362	C	70
363	C	71
364	C	71
365	C	71
366	C	72
367	C	72
368	C	72
369	C	72
370	C	73
371	C	73
372	C	73

373	C	74
374	C	74
375	C	74
376	C	75
377	C	75
378	C	75
379	C	76
380	C	76
381	C	77
382	C	77
383	C	77
384	C	78
385	C	78
386	C	79
387	C	79
388	C	79
389	B	80
390	B	81
391	B	81
392	B	82
393	B	82
394	B	82
395	B	83
396	B	83
397	B	84
398	B	84
399	B	84
400	B	85
401	B	85
402	B	85
403	B	86
404	B	86
405	B	86
406	B	87
407	B	87
408	B	87
409	B	88
410	B	88
411	B	88
412	B	89
413	B	89
414	B	89
415	B	89
416	A	90

417	A	91
418	A	92
419	A	92
420	A	92
421	A	93
422	A	93
423	A	94
424	A	94
425	A	95
426	A	95
427	A	95
428	A	96
429	A	96
430	A	96
431	A	97
432	A	97
433	A	97
434	A	97
435	A	98
436	A	98
437	A	98
438	A	98
439	A	98
440	A	99
441	A	99
442	A	99
443	A	99
444	A	99
445	A	99
446	A	99
447	A	100
448	A	100
449	A	100
450	A	100
451	A	100
452	A	100
453	A	100
454	A	100
455	A	100
456	A	100
457	A	100
458	A	100
459	A	100
460	A	100

461	A	100
462	A	100
463	A	100
464	A	100
465	A	100
466	A	100
467	A	100
468	A	100
469	A	100
470	A	100
471	A	100
472	A	100
473	A	100
474	A	100
475	A	100

Geometry: Scale Score to Grade Value

325	F	59
326	F	59
327	F	59
328	F	59
329	F	59
330	F	59
331	D	60
332	D	61
333	D	61
334	D	61
335	D	61
336	D	61
337	D	61
338	D	61
339	D	61
340	D	61
341	D	62
342	D	62
343	D	62
344	D	62
345	D	62
346	D	62
347	D	63
348	D	63
349	D	63
350	D	63
351	D	63
352	D	64
353	D	64
354	D	64
355	D	64

356	D	65
357	D	65
358	D	65
359	D	66
360	D	66
361	D	66
362	D	67
363	D	67
364	D	68
365	D	68
366	D	68
367	D	69
368	D	69
369	C	70
370	C	71
371	C	71
372	C	71
373	C	72
374	C	72
375	C	72
376	C	73
377	C	73
378	C	73
379	C	74
380	C	74
381	C	74
382	C	75
383	C	75
384	C	76
385	C	76
386	C	76
387	C	77
388	C	77
389	C	77
390	C	78
391	C	78
392	C	79
393	C	79
394	C	79
395	B	80
396	B	81
397	B	81
398	B	82
399	B	82
400	B	83
401	B	83
402	B	84
403	B	84
404	B	84
405	B	85
406	B	85

407	B	86
408	B	86
409	B	87
410	B	87
411	B	88
412	B	88
413	B	89
414	B	89
415	B	89
416	A	90
417	A	91
418	A	91
419	A	92
420	A	92
421	A	93
422	A	93
423	A	94
424	A	94
425	A	95
426	A	95
427	A	95
428	A	96
429	A	96
430	A	97
431	A	97
432	A	97
433	A	97
434	A	98
435	A	98
436	A	98
437	A	98
438	A	98
439	A	99
440	A	99
441	A	99
442	A	99
443	A	99
444	A	99
445	A	99
446	A	100
447	A	100
448	A	100
449	A	100
450	A	100
451	A	100
452	A	100
453	A	100
454	A	100
455	A	100
456	A	100
457	A	100

458	A	100
459	A	100
460	A	100
461	A	100
462	A	100
463	A	100
464	A	100
465	A	100
466	A	100
467	A	100
468	A	100
469	A	100
470	A	100
471	A	100
472	A	100
473	A	100
474	A	100
475	A	100

Biology: Scale Score to Grade Value

EOC Scale Score	Letter Grade	Grade Value
325 to 328	F	59
329 to 332	D	60
333 to 336	D	61
337 to 340	D	62
341 to 344	D	63
345 to 348	D	64
349 to 352	D	65
353 to 356	D	66
357 to 360	D	67
361 to 364	D	68
365 to 368	D	69
369 to 371	C	70
372 to 373	C	71
374 to 376	C	72
377 to 379	C	73
380 to 381	C	74
382 to 384	C	75
385 to 386	C	76
387 to 389	C	77
390 to 392	C	78
393 to 394	C	79
395 to 398	B	80
399 to 401	B	81
402 to 405	B	82
406 to 409	B	83
410 to 413	B	84
414 to 417	B	85
418 to 420	B	86

421 to 422	B	87
423	B	88
424 to 425	B	89
426 to 427	A	90
428 to 429	A	91
430	A	92
431 to 435	A	93
436 to 441	A	94
442 to 447	A	95
448 to 453	A	96
454 to 460	A	97
461 to 465	A	98
466 to 470	A	99
471 to 475	A	100

US History: Scale Score to Grade Value

EOC Scale Score	Letter Grade	Grade Value
325 to 328	F	59
329 to 333	D	60
334 to 338	D	61
339 to 342	D	62
343 to 347	D	63
348 to 352	D	64
353 to 357	D	65
358 to 361	D	66
362 to 366	D	67
367 to 372	D	68
373 to 377	D	69
378 to 379	C	70
380 to 381	C	71
382 to 383	C	72
384 to 385	C	73
386 to 387	C	74
388 to 389	C	75
390 to 391	C	76
392 to 393	C	77
394 to 395	C	78
396	C	79
397 to 398	B	80
399 to 401	B	81
402 to 404	B	82
405 to 407	B	83
408 to 410	B	84
411 to 413	B	85
414 to 416	B	86
417 to 418	B	87
419 to 421	B	88
422 to 423	B	89
424 to 426	A	90

427 to 428	A	91
429 to 431	A	92
432 to 437	A	93
438 to 443	A	94
444 to 448	A	95
449 to 453	A	96
454 to 458	A	97
459 to 463	A	98
464 to 469	A	99
470 to 475	A	100

Civics: Scale Score to Grade Value

EOC Scale Score	Letter Grade	Grade Value
325 to 329	F	59
330 to 334	D	60
335 to 338	D	61
339 to 342	D	62
343 to 347	D	63
348 to 352	D	64
353 to 356	D	65
357 to 359	D	66
360 to 365	D	67
366 to 370	D	68
371 to 375	D	69
376 to 377	C	70
378 to 379	C	71
380 to 381	C	72
382 to 383	C	73
384	C	74
385 to 386	C	75
387 to 388	C	76
389	C	77
390 to 391	C	78
392 to 393	C	79
394 to 396	B	80
397 to 398	B	81
399 to 400	B	82
401 to 403	B	83
404 to 405	B	84
406 to 408	B	85
409 to 412	B	86
413 to 415	B	87
416 to 417	B	88
418 to 420	B	89
421 to 422	A	90
423 to 425	A	91
426 to 427	A	92
428 to 433	A	93
434 to 439	A	94

440 to 445	A	95
446 to 451	A	96
452 to 456	A	97
457 to 462	A	98
463 to 468	A	99
469 to 475	A	100

FSAA Score Conversion Tables
FSAA Algebra I

FSAA EOC	Achievement Level	Scale Score	EOC Grade
FSAA Algebra I	1	725	85
FSAA Algebra I	1	726	85
FSAA Algebra I	1	727	85
FSAA Algebra I	1	728	85
FSAA Algebra I	1	729	85
FSAA Algebra I	1	730	85
FSAA Algebra I	1	731	85
FSAA Algebra I	1	732	85
FSAA Algebra I	1	733	85
FSAA Algebra I	1	734	85
FSAA Algebra I	1	735	85
FSAA Algebra I	1	736	85
FSAA Algebra I	1	737	85
FSAA Algebra I	1	738	85
FSAA Algebra I	1	739	85
FSAA Algebra I	1	740	85
FSAA Algebra I	1	741	85
FSAA Algebra I	1	742	85
FSAA Algebra I	1	743	85
FSAA Algebra I	1	744	85
FSAA Algebra I	1	745	85
FSAA Algebra I	1	746	85
FSAA Algebra I	1	747	85
FSAA Algebra I	1	748	85
FSAA Algebra I	1	749	85
FSAA Algebra I	1	750	85
FSAA Algebra I	1	751	85
FSAA Algebra I	1	752	85
FSAA Algebra I	1	753	85
FSAA Algebra I	1	754	85
FSAA Algebra I	1	755	85
FSAA Algebra I	1	756	85

FSAA Algebra I	1	757	85
FSAA Algebra I	1	758	85
FSAA Algebra I	1	759	85
FSAA Algebra I	1	760	85
FSAA Algebra I	1	761	85
FSAA Algebra I	1	762	85
FSAA Algebra I	1	763	85
FSAA Algebra I	1	764	85
FSAA Algebra I	1	765	85
FSAA Algebra I	1	766	85
FSAA Algebra I	1	767	85
FSAA Algebra I	1	768	85
FSAA Algebra I	1	769	85
FSAA Algebra I	1	770	85
FSAA Algebra I	1	771	85
FSAA Algebra I	1	772	85
FSAA Algebra I	1	773	85
FSAA Algebra I	2	774	90
FSAA Algebra I	2	775	90
FSAA Algebra I	2	776	90
FSAA Algebra I	2	777	90
FSAA Algebra I	2	778	90
FSAA Algebra I	2	779	90
FSAA Algebra I	2	780	90
FSAA Algebra I	2	781	90
FSAA Algebra I	2	782	90
FSAA Algebra I	2	783	90
FSAA Algebra I	2	784	90
FSAA Algebra I	2	785	90
FSAA Algebra I	2	786	90
FSAA Algebra I	2	787	90
FSAA Algebra I	2	788	90
FSAA Algebra I	2	789	90
FSAA Algebra I	2	790	90
FSAA Algebra I	2	791	90
FSAA Algebra I	2	792	90
FSAA Algebra I	2	793	90
FSAA Algebra I	2	794	90
FSAA Algebra I	2	795	90
FSAA Algebra I	2	796	90
FSAA Algebra I	3	797	95
FSAA Algebra I	3	798	95
FSAA Algebra I	3	799	95

FSAA Algebra I	3	800	95
FSAA Algebra I	3	801	95
FSAA Algebra I	3	802	95
FSAA Algebra I	3	803	95
FSAA Algebra I	3	804	95
FSAA Algebra I	3	805	95
FSAA Algebra I	3	806	95
FSAA Algebra I	3	807	95
FSAA Algebra I	3	808	95
FSAA Algebra I	3	809	95
FSAA Algebra I	3	810	95
FSAA Algebra I	3	811	95
FSAA Algebra I	3	812	95
FSAA Algebra I	3	813	95
FSAA Algebra I	3	814	95
FSAA Algebra I	3	815	95
FSAA Algebra I	3	816	95
FSAA Algebra I	3	817	95
FSAA Algebra I	3	818	95
FSAA Algebra I	3	819	95
FSAA Algebra I	3	820	95
FSAA Algebra I	3	821	95
FSAA Algebra I	3	822	95
FSAA Algebra I	4	823	100
FSAA Algebra I	4	824	100
FSAA Algebra I	4	825	100
FSAA Algebra I	4	826	100
FSAA Algebra I	4	827	100
FSAA Algebra I	4	828	100
FSAA Algebra I	4	829	100
FSAA Algebra I	4	830	100
FSAA Algebra I	4	831	100
FSAA Algebra I	4	832	100
FSAA Algebra I	4	833	100
FSAA Algebra I	4	834	100
FSAA Algebra I	4	835	100
FSAA Algebra I	4	836	100
FSAA Algebra I	4	837	100
FSAA Algebra I	4	838	100
FSAA Algebra I	4	839	100
FSAA Algebra I	4	840	100
FSAA Algebra I	4	841	100
FSAA Algebra I	4	842	100

FSAA Algebra I	4	843	100
FSAA Algebra I	4	844	100
FSAA Algebra I	4	845	100
FSAA Algebra I	4	846	100
FSAA Algebra I	4	847	100
FSAA Algebra I	4	848	100
FSAA Algebra I	4	849	100
FSAA Algebra I	4	850	100
FSAA Algebra I	4	851	100
FSAA Algebra I	4	852	100
FSAA Algebra I	4	853	100
FSAA Algebra I	4	854	100
FSAA Algebra I	4	855	100
FSAA Algebra I	4	856	100
FSAA Algebra I	4	857	100
FSAA Algebra I	4	858	100
FSAA Algebra I	4	859	100
FSAA Algebra I	4	860	100
FSAA Algebra I	4	861	100
FSAA Algebra I	4	862	100
FSAA Algebra I	4	863	100
FSAA Algebra I	4	864	100
FSAA Algebra I	4	865	100
FSAA Algebra I	4	866	100
FSAA Algebra I	4	867	100
FSAA Algebra I	4	868	100
FSAA Algebra I	4	869	100
FSAA Algebra I	4	870	100
FSAA Algebra I	4	871	100
FSAA Algebra I	4	872	100
FSAA Algebra I	4	873	100
FSAA Algebra I	4	874	100
FSAA Algebra I	4	875	100

FSAA Geometry

FSAA EOC	Achievement Level	Scale Score	EOC Grade
FSAA Geometry	1	725	85
FSAA Geometry	1	726	85
FSAA Geometry	1	727	85
FSAA Geometry	1	728	85
FSAA Geometry	1	729	85
FSAA Geometry	1	730	85
FSAA Geometry	1	731	85
FSAA Geometry	1	732	85

FSAA Geometry	1	733	85
FSAA Geometry	1	734	85
FSAA Geometry	1	735	85
FSAA Geometry	1	736	85
FSAA Geometry	1	737	85
FSAA Geometry	1	738	85
FSAA Geometry	1	739	85
FSAA Geometry	1	740	85
FSAA Geometry	1	741	85
FSAA Geometry	1	742	85
FSAA Geometry	1	743	85
FSAA Geometry	1	744	85
FSAA Geometry	1	745	85
FSAA Geometry	1	746	85
FSAA Geometry	1	747	85
FSAA Geometry	1	748	85
FSAA Geometry	1	749	85
FSAA Geometry	1	750	85
FSAA Geometry	1	751	85
FSAA Geometry	1	752	85
FSAA Geometry	1	753	85
FSAA Geometry	1	754	85
FSAA Geometry	1	755	85
FSAA Geometry	1	756	85
FSAA Geometry	1	757	85
FSAA Geometry	1	758	85
FSAA Geometry	1	759	85
FSAA Geometry	1	760	85
FSAA Geometry	1	761	85
FSAA Geometry	1	762	85
FSAA Geometry	1	763	85
FSAA Geometry	1	764	85
FSAA Geometry	1	765	85
FSAA Geometry	1	766	85
FSAA Geometry	1	767	85
FSAA Geometry	1	768	85
FSAA Geometry	1	769	85
FSAA Geometry	1	770	85
FSAA Geometry	1	771	85
FSAA Geometry	1	772	85
FSAA Geometry	1	773	85
FSAA Geometry	1	774	85
FSAA Geometry	1	775	85

FSAA Geometry	1	776	85
FSAA Geometry	2	777	90
FSAA Geometry	2	778	90
FSAA Geometry	2	779	90
FSAA Geometry	2	780	90
FSAA Geometry	2	781	90
FSAA Geometry	2	782	90
FSAA Geometry	2	783	90
FSAA Geometry	2	784	90
FSAA Geometry	2	785	90
FSAA Geometry	2	786	90
FSAA Geometry	2	787	90
FSAA Geometry	2	788	90
FSAA Geometry	2	789	90
FSAA Geometry	2	790	90
FSAA Geometry	2	791	90
FSAA Geometry	2	792	90
FSAA Geometry	2	793	90
FSAA Geometry	2	794	90
FSAA Geometry	2	795	90
FSAA Geometry	2	796	90
FSAA Geometry	2	797	90
FSAA Geometry	2	798	90
FSAA Geometry	3	799	95
FSAA Geometry	3	800	95
FSAA Geometry	3	801	95
FSAA Geometry	3	802	95
FSAA Geometry	3	803	95
FSAA Geometry	3	804	95
FSAA Geometry	3	805	95
FSAA Geometry	3	806	95
FSAA Geometry	3	807	95
FSAA Geometry	3	808	95
FSAA Geometry	3	809	95
FSAA Geometry	3	810	95
FSAA Geometry	3	811	95
FSAA Geometry	3	812	95
FSAA Geometry	3	813	95
FSAA Geometry	3	814	95
FSAA Geometry	3	815	95
FSAA Geometry	3	816	95
FSAA Geometry	3	817	95
FSAA Geometry	3	818	95

FSAA Geometry	3	819	95
FSAA Geometry	3	820	95
FSAA Geometry	3	821	95
FSAA Geometry	3	822	95
FSAA Geometry	3	823	95
FSAA Geometry	3	824	95
FSAA Geometry	3	825	95
FSAA Geometry	3	826	95
FSAA Geometry	4	827	100
FSAA Geometry	4	828	100
FSAA Geometry	4	829	100
FSAA Geometry	4	830	100
FSAA Geometry	4	831	100
FSAA Geometry	4	832	100
FSAA Geometry	4	833	100
FSAA Geometry	4	834	100
FSAA Geometry	4	835	100
FSAA Geometry	4	836	100
FSAA Geometry	4	837	100
FSAA Geometry	4	838	100
FSAA Geometry	4	839	100
FSAA Geometry	4	840	100
FSAA Geometry	4	841	100
FSAA Geometry	4	842	100
FSAA Geometry	4	843	100
FSAA Geometry	4	844	100
FSAA Geometry	4	845	100
FSAA Geometry	4	846	100
FSAA Geometry	4	847	100
FSAA Geometry	4	848	100
FSAA Geometry	4	849	100
FSAA Geometry	4	850	100
FSAA Geometry	4	851	100
FSAA Geometry	4	852	100
FSAA Geometry	4	853	100
FSAA Geometry	4	854	100
FSAA Geometry	4	855	100
FSAA Geometry	4	856	100
FSAA Geometry	4	857	100
FSAA Geometry	4	858	100
FSAA Geometry	4	859	100
FSAA Geometry	4	860	100
FSAA Geometry	4	861	100

FSAA Geometry	4	862	100
FSAA Geometry	4	863	100
FSAA Geometry	4	864	100
FSAA Geometry	4	865	100
FSAA Geometry	4	866	100
FSAA Geometry	4	867	100
FSAA Geometry	4	868	100
FSAA Geometry	4	869	100
FSAA Geometry	4	870	100
FSAA Geometry	4	871	100
FSAA Geometry	4	872	100
FSAA Geometry	4	873	100
FSAA Geometry	4	874	100
FSAA Geometry	4	875	100

FSAA Biology

FSAA EOC	Achievement Level	Scale Score	EOC Grade
FSAA Biology	1	725	85
FSAA Biology	1	726	85
FSAA Biology	1	727	85
FSAA Biology	1	728	85
FSAA Biology	1	729	85
FSAA Biology	1	730	85
FSAA Biology	1	731	85
FSAA Biology	1	732	85
FSAA Biology	1	733	85
FSAA Biology	1	734	85
FSAA Biology	1	735	85
FSAA Biology	1	736	85
FSAA Biology	1	737	85
FSAA Biology	1	738	85
FSAA Biology	1	739	85
FSAA Biology	1	740	85
FSAA Biology	1	741	85
FSAA Biology	1	742	85
FSAA Biology	1	743	85
FSAA Biology	1	744	85
FSAA Biology	1	745	85
FSAA Biology	1	746	85
FSAA Biology	1	747	85
FSAA Biology	1	748	85
FSAA Biology	1	749	85
FSAA Biology	1	750	85
FSAA Biology	1	751	85

FSAA Biology	1	752	85
FSAA Biology	1	753	85
FSAA Biology	1	754	85
FSAA Biology	1	755	85
FSAA Biology	1	756	85
FSAA Biology	1	757	85
FSAA Biology	1	758	85
FSAA Biology	1	759	85
FSAA Biology	1	760	85
FSAA Biology	1	761	85
FSAA Biology	1	762	85
FSAA Biology	1	763	85
FSAA Biology	1	764	85
FSAA Biology	1	765	85
FSAA Biology	1	766	85
FSAA Biology	1	767	85
FSAA Biology	1	768	85
FSAA Biology	1	769	85
FSAA Biology	1	770	85
FSAA Biology	1	771	85
FSAA Biology	1	772	85
FSAA Biology	2	773	90
FSAA Biology	2	774	90
FSAA Biology	2	775	90
FSAA Biology	2	776	90
FSAA Biology	2	777	90
FSAA Biology	2	778	90
FSAA Biology	2	779	90
FSAA Biology	2	780	90
FSAA Biology	2	781	90
FSAA Biology	2	782	90
FSAA Biology	2	783	90
FSAA Biology	2	784	90
FSAA Biology	2	785	90
FSAA Biology	2	786	90
FSAA Biology	2	787	90
FSAA Biology	2	788	90
FSAA Biology	2	789	90
FSAA Biology	2	790	90
FSAA Biology	2	791	90
FSAA Biology	2	792	90
FSAA Biology	2	793	90
FSAA Biology	2	794	90

FSAA Biology	3	795	95
FSAA Biology	3	796	95
FSAA Biology	3	797	95
FSAA Biology	3	798	95
FSAA Biology	3	799	95
FSAA Biology	3	800	95
FSAA Biology	3	801	95
FSAA Biology	3	802	95
FSAA Biology	3	803	95
FSAA Biology	3	804	95
FSAA Biology	3	805	95
FSAA Biology	3	806	95
FSAA Biology	3	807	95
FSAA Biology	3	808	95
FSAA Biology	3	809	95
FSAA Biology	3	810	95
FSAA Biology	3	811	95
FSAA Biology	3	812	95
FSAA Biology	3	813	95
FSAA Biology	3	814	95
FSAA Biology	3	815	95
FSAA Biology	3	816	95
FSAA Biology	3	817	95
FSAA Biology	3	818	95
FSAA Biology	3	819	95
FSAA Biology	3	820	95
FSAA Biology	3	821	95
FSAA Biology	3	822	95
FSAA Biology	4	823	100
FSAA Biology	4	824	100
FSAA Biology	4	825	100
FSAA Biology	4	826	100
FSAA Biology	4	827	100
FSAA Biology	4	828	100
FSAA Biology	4	829	100
FSAA Biology	4	830	100
FSAA Biology	4	831	100
FSAA Biology	4	832	100
FSAA Biology	4	833	100
FSAA Biology	4	834	100
FSAA Biology	4	835	100
FSAA Biology	4	836	100
FSAA Biology	4	837	100

FSAA Biology	4	838	100
FSAA Biology	4	839	100
FSAA Biology	4	840	100
FSAA Biology	4	841	100
FSAA Biology	4	842	100
FSAA Biology	4	843	100
FSAA Biology	4	844	100
FSAA Biology	4	845	100
FSAA Biology	4	846	100
FSAA Biology	4	847	100
FSAA Biology	4	848	100
FSAA Biology	4	849	100
FSAA Biology	4	850	100
FSAA Biology	4	851	100
FSAA Biology	4	852	100
FSAA Biology	4	853	100
FSAA Biology	4	854	100
FSAA Biology	4	855	100
FSAA Biology	4	856	100
FSAA Biology	4	857	100
FSAA Biology	4	858	100
FSAA Biology	4	859	100
FSAA Biology	4	860	100
FSAA Biology	4	861	100
FSAA Biology	4	862	100
FSAA Biology	4	863	100
FSAA Biology	4	864	100
FSAA Biology	4	865	100
FSAA Biology	4	866	100
FSAA Biology	4	867	100
FSAA Biology	4	868	100
FSAA Biology	4	869	100
FSAA Biology	4	870	100
FSAA Biology	4	871	100
FSAA Biology	4	872	100
FSAA Biology	4	873	100
FSAA Biology	4	874	100
FSAA Biology	4	875	100

FSAA Civics

FSAA EOC	Achievement Level	Scale Score	EOC Grade
FSAA Civics	1	725	85
FSAA Civics	1	726	85
FSAA Civics	1	727	85

FSAA Civics	1	728	85
FSAA Civics	1	729	85
FSAA Civics	1	730	85
FSAA Civics	1	731	85
FSAA Civics	1	732	85
FSAA Civics	1	733	85
FSAA Civics	1	734	85
FSAA Civics	1	735	85
FSAA Civics	1	736	85
FSAA Civics	1	737	85
FSAA Civics	1	738	85
FSAA Civics	1	739	85
FSAA Civics	1	740	85
FSAA Civics	1	741	85
FSAA Civics	1	742	85
FSAA Civics	1	743	85
FSAA Civics	1	744	85
FSAA Civics	1	745	85
FSAA Civics	1	746	85
FSAA Civics	1	747	85
FSAA Civics	1	748	85
FSAA Civics	1	749	85
FSAA Civics	1	750	85
FSAA Civics	1	751	85
FSAA Civics	1	752	85
FSAA Civics	1	753	85
FSAA Civics	1	754	85
FSAA Civics	1	755	85
FSAA Civics	1	756	85
FSAA Civics	1	757	85
FSAA Civics	1	758	85
FSAA Civics	1	759	85
FSAA Civics	1	760	85
FSAA Civics	1	761	85
FSAA Civics	1	762	85
FSAA Civics	1	763	85
FSAA Civics	1	764	85
FSAA Civics	1	765	85
FSAA Civics	1	766	85
FSAA Civics	1	767	85
FSAA Civics	1	768	85
FSAA Civics	1	769	85
FSAA Civics	1	770	85

FSAA Civics	1	771	85
FSAA Civics	1	772	85
FSAA Civics	2	773	90
FSAA Civics	2	774	90
FSAA Civics	2	775	90
FSAA Civics	2	776	90
FSAA Civics	2	777	90
FSAA Civics	2	778	90
FSAA Civics	2	779	90
FSAA Civics	2	780	90
FSAA Civics	2	781	90
FSAA Civics	2	782	90
FSAA Civics	2	783	90
FSAA Civics	2	784	90
FSAA Civics	2	785	90
FSAA Civics	2	786	90
FSAA Civics	2	787	90
FSAA Civics	2	788	90
FSAA Civics	2	789	90
FSAA Civics	2	790	90
FSAA Civics	2	791	90
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FSAA Civics	3	796	95
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FSAA Civics	3	800	95
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FSAA Civics	4	818	100
FSAA Civics	4	819	100
FSAA Civics	4	820	100
FSAA Civics	4	821	100
FSAA Civics	4	822	100
FSAA Civics	4	823	100
FSAA Civics	4	824	100
FSAA Civics	4	825	100
FSAA Civics	4	826	100
FSAA Civics	4	827	100
FSAA Civics	4	828	100
FSAA Civics	4	829	100
FSAA Civics	4	830	100
FSAA Civics	4	831	100
FSAA Civics	4	832	100
FSAA Civics	4	833	100
FSAA Civics	4	834	100
FSAA Civics	4	835	100
FSAA Civics	4	836	100
FSAA Civics	4	837	100
FSAA Civics	4	838	100
FSAA Civics	4	839	100
FSAA Civics	4	840	100
FSAA Civics	4	841	100
FSAA Civics	4	842	100
FSAA Civics	4	843	100
FSAA Civics	4	844	100
FSAA Civics	4	845	100
FSAA Civics	4	846	100
FSAA Civics	4	847	100
FSAA Civics	4	848	100
FSAA Civics	4	849	100
FSAA Civics	4	850	100
FSAA Civics	4	851	100
FSAA Civics	4	852	100
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FSAA Civics	4	855	100
FSAA Civics	4	856	100

FSAA Civics	4	857	100
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FSAA Civics	4	861	100
FSAA Civics	4	862	100
FSAA Civics	4	863	100
FSAA Civics	4	864	100
FSAA Civics	4	865	100
FSAA Civics	4	866	100
FSAA Civics	4	867	100
FSAA Civics	4	868	100
FSAA Civics	4	869	100
FSAA Civics	4	870	100
FSAA Civics	4	871	100
FSAA Civics	4	872	100
FSAA Civics	4	873	100
FSAA Civics	4	874	100
FSAA Civics	4	875	100

FSAA US History

FSAA EOC	Achievement Level	Scale Score	EOC Grade
FSAA US History	1	725	85
FSAA US History	1	726	85
FSAA US History	1	727	85
FSAA US History	1	728	85
FSAA US History	1	729	85
FSAA US History	1	730	85
FSAA US History	1	731	85
FSAA US History	1	732	85
FSAA US History	1	733	85
FSAA US History	1	734	85
FSAA US History	1	735	85
FSAA US History	1	736	85
FSAA US History	1	737	85
FSAA US History	1	738	85
FSAA US History	1	739	85
FSAA US History	1	740	85
FSAA US History	1	741	85
FSAA US History	1	742	85
FSAA US History	1	743	85
FSAA US History	1	744	85
FSAA US History	1	745	85
FSAA US History	1	746	85

FSAA US History	1	747	85
FSAA US History	1	748	85
FSAA US History	1	749	85
FSAA US History	1	750	85
FSAA US History	1	751	85
FSAA US History	1	752	85
FSAA US History	1	753	85
FSAA US History	1	754	85
FSAA US History	1	755	85
FSAA US History	1	756	85
FSAA US History	1	757	85
FSAA US History	1	758	85
FSAA US History	1	759	85
FSAA US History	1	760	85
FSAA US History	1	761	85
FSAA US History	1	762	85
FSAA US History	1	763	85
FSAA US History	1	764	85
FSAA US History	1	765	85
FSAA US History	1	766	85
FSAA US History	1	767	85
FSAA US History	1	768	85
FSAA US History	1	769	85
FSAA US History	1	770	85
FSAA US History	1	771	85
FSAA US History	1	772	85
FSAA US History	1	773	85
FSAA US History	1	774	85
FSAA US History	1	775	85
FSAA US History	1	776	85
FSAA US History	1	777	85
FSAA US History	2	778	90
FSAA US History	2	779	90
FSAA US History	2	780	90
FSAA US History	2	781	90
FSAA US History	2	782	90
FSAA US History	2	783	90
FSAA US History	2	784	90
FSAA US History	2	785	90
FSAA US History	2	786	90
FSAA US History	2	787	90
FSAA US History	2	788	90
FSAA US History	2	789	90

FSAA US History	2	790	90
FSAA US History	2	791	90
FSAA US History	3	792	95
FSAA US History	3	793	95
FSAA US History	3	794	95
FSAA US History	3	795	95
FSAA US History	3	796	95
FSAA US History	3	797	95
FSAA US History	3	798	95
FSAA US History	3	799	95
FSAA US History	3	800	95
FSAA US History	3	801	95
FSAA US History	3	802	95
FSAA US History	3	803	95
FSAA US History	3	804	95
FSAA US History	3	805	95
FSAA US History	3	806	95
FSAA US History	3	807	95
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FSAA US History	3	810	95
FSAA US History	3	811	95
FSAA US History	3	812	95
FSAA US History	3	813	95
FSAA US History	3	814	95
FSAA US History	3	815	95
FSAA US History	3	816	95
FSAA US History	3	817	95
FSAA US History	4	818	100
FSAA US History	4	819	100
FSAA US History	4	820	100
FSAA US History	4	821	100
FSAA US History	4	822	100
FSAA US History	4	823	100
FSAA US History	4	824	100
FSAA US History	4	825	100
FSAA US History	4	826	100
FSAA US History	4	827	100
FSAA US History	4	828	100
FSAA US History	4	829	100
FSAA US History	4	830	100
FSAA US History	4	831	100
FSAA US History	4	832	100

FSAA US History	4	833	100
FSAA US History	4	834	100
FSAA US History	4	835	100
FSAA US History	4	836	100
FSAA US History	4	837	100
FSAA US History	4	838	100
FSAA US History	4	839	100
FSAA US History	4	840	100
FSAA US History	4	841	100
FSAA US History	4	842	100
FSAA US History	4	843	100
FSAA US History	4	844	100
FSAA US History	4	845	100
FSAA US History	4	846	100
FSAA US History	4	847	100
FSAA US History	4	848	100
FSAA US History	4	849	100
FSAA US History	4	850	100
FSAA US History	4	851	100
FSAA US History	4	852	100
FSAA US History	4	853	100
FSAA US History	4	854	100
FSAA US History	4	855	100
FSAA US History	4	856	100
FSAA US History	4	857	100
FSAA US History	4	858	100
FSAA US History	4	859	100
FSAA US History	4	860	100
FSAA US History	4	861	100
FSAA US History	4	862	100
FSAA US History	4	863	100
FSAA US History	4	864	100
FSAA US History	4	865	100
FSAA US History	4	866	100
FSAA US History	4	867	100
FSAA US History	4	868	100
FSAA US History	4	869	100
FSAA US History	4	870	100
FSAA US History	4	871	100
FSAA US History	4	872	100
FSAA US History	4	873	100
FSAA US History	4	874	100
FSAA US History	4	875	100

(15) Promotion Requirements for Students in Grades 6 and 7

To meet promotion requirements from sixth to seventh grade or seventh to eighth grade, students must successfully pass the equivalent of four full-year courses, three of which must be from the areas of English Language Arts, mathematics, science and social studies. [s. 1008.25\(2\)\(a-b\), F.S.](#)

(16) Promotion Requirements for Students in Grade 8

(a) The requirement to be promoted from eighth grade to ninth grade involves the successful completion of three middle grades (or higher) courses of English Language Arts, math, science and social studies. For students who fail a required course, course recovery options are available. [s. 1008.25\(2\)\(a-b\), F.S.](#)

(17) Parent/Guardian Notification of Graduation Requirements

The district shall provide each student in Grades 6-12 and their parents/guardians with information concerning the three-year and four-year high school graduation options listed in [s. 1003.4281, F.S.](#), including the respective curriculum requirements for those options, so that the students and their parents/guardians may select the program that best fits their needs. The information shall include a timeframe for achieving each graduation option. This information may be provided in writing or in a group meeting. [s.1003.4281\(3\), F.S.](#) At the beginning of each school year, the educational opportunities and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, ACCEL options, and Florida Virtual School courses must also be explained to students and parents/guardians. [s. 1003.02, F.S.](#)

(18) Assessment Performance and Progress Monitoring Plan (PMP)

(a) Each student must participate in district and statewide assessments in reading, writing, science, and mathematics at grade levels designated by the state. The district expectations of performance standards in reading, writing, science and mathematics for each grade level are the state's expectations of levels of performance as determined by the Florida Department of Education (FDOE). If a student takes a statewide end of course assessment (EOC), the student is not permitted to take the related statewide, standardized assessment in the same subject. Each student who does not meet district specific levels of performance for student progression on the statewide, standardized assessments in English Language Arts, science, and mathematics or on the end of course assessment in Algebra I or Geometry for each grade level, or who scores below Level 3 on the statewide, standardized assessment in English Language Arts or mathematics must be provided with additional evaluations identified by the district and school to determine the nature of the student's areas of academic need. [s. 1008.25\(4\)\(a\), F.S.](#) A progress-monitoring plan must be enacted for all students who score below an Level 3 on statewide, standardized assessments in ELA or mathematics. The

school must develop the progress-monitoring plan in consultation with the student's parents/legal guardians. [s. 1008.25\(4\)\(b\), F.S.](#)

- (b) The purpose of the progress-monitoring plan is to assist the student in meeting state and district expectations for satisfactory performance. Each plan must include the provision of intensive remedial instruction and support services in the areas of weakness. Strategies may include, but not be limited to: summer school, dropout prevention services, parent/guardian tutorial programs, contracted academic services, exceptional education services, modified curriculum, reading instruction, after school instruction and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development program. The plan should clearly identify the specific diagnosed academic needs to be remediated, the success-based intervention strategies to be used, a variety of remedial instruction to be provided and the monitoring and reevaluation activities to be employed. [s. 1008.25\(4\)\(b\), F.S.](#) The district may require low-performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided. [s. 1008.25\(4\)\(b\)3, F.S.](#)
- (c) The progress monitoring plan used in the district will meet all specifications of statute and be a school wide system of progress monitoring to identify individual assistance to be given to remedy the student's individual, identified deficiencies. The progress monitoring plan is not a form or folder. It is a set of actions and may contain multiple papers with documentation from multiple data sources. Other forms of the monitoring plan may include a federally required student plan (such as an individual education plan), or an individualized monitoring plan. [s. 1008.25\(4\)\(b\), F.S.](#)
- (d) If the documented deficiencies for reading, mathematics and/or writing are not corrected in accordance with the progress-monitoring plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education on the statewide assessments in reading, writing, science and mathematics must continue remedial or supplemental instruction until the expectations have been met or the student graduates from high school or is no longer subject to compulsory attendance. [s. 1008.25\(4\)\(c\), F.S.](#)

(19) Procedures for Maintenance and Transfer of Student Records

The district will accept transfer work and credit for middle school students as specified in. [s. 1003.25\(3\), F.S.](#)

(20) Parent/Guardian Notice and Annual Reporting of Progress

- (a) Progress of the student toward achieving state and district expectations for satisfactory performance in English Language Arts, science and mathematics and the student's results on each statewide assessment must be reported annually in writing to the parents/guardians of each student. The report will be developed by the district and is adopted by the district in

the approval of this Student Progression Plan. The evaluation of this progress must be based on:

- (i) classroom work
 - (ii) observations
 - (iii) district and state assessments, or
 - (iv) other relevant information [s. 1008.25\(8\)\(a\), F.S.](#)
- (b) The parents/guardians of a student not making adequate progress toward promotion must be notified in writing at the beginning of the third grading period and given an opportunity to meet with the placement committee.

(21) Graduation Ceremony

There will be no formal graduation exercises for middle schools.

(22) Accelerated Placement

- (a) Accelerated education experiences may be provided to students within their assigned grade levels and acceleration options may be provided as described below.
- (b) Where accelerated educational experiences seem indicated for an individual student, programs for the gifted shall be the first alternative for placement.

(23) Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

- (a) Academically Challenging Curriculum to Enhance Learning (ACCEL) Options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. The following ACCEL options are offered:
 - (i) whole-grade and during year promotion,
 - (ii) subject-matter acceleration,
 - (iii) virtual instruction in higher grade level subjects, and
 - (iv) Credit Acceleration Program under [s. 1003.4295, F.S.](#)
- (b) Additional ACCEL options may include, but are not limited to, the following strategies. These are possible strategies that may be applied but are not required components of implementation: enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction;

and telescoping curriculum. Per FDOE technical guidance, the following explanation is provided. *Special note: Curriculum compacting is a process whereby a student is given a pre-assessment giving the teacher information about what content the student has already mastered. The student would then not be required to complete mastered content, but work on alternate or enrichment activities instead. In 'telescoped' curriculum, material is not necessarily 'skipped' but students move more quickly through all material thereby eliminating repetition and considerably increasing the pace of instruction to meet the needs of high potential students.*

(24) Parent/Guardian Notification

- (a) Each principal must inform and advise parents/guardians and students of the ACCEL options available at the school as well as options that may result in the student attending a different school and the student eligibility requirements for ACCEL options established pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#) This information will include the process by which a parent/guardian may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that may be available at the student's school or would result in a student attending a different school, pursuant to [s. 1002.3105\(4\)\(b\)2, F.S.](#)
- (b) The district must advise parents/guardians and students to contact the principal at the student's school for information related to:
 - (i) student eligibility requirements for whole grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to [s. 1002.3105\(2\)\(a\), F.S., and](#)
 - (ii) the process by which a parent/guardian may request student participation in these acceleration options.

(25) Eligibility and Procedural Requirements: Principal Determined and District Determined

- (a) When promotion or acceleration occurs within the principal's school, each principal must establish student eligibility requirements for virtual instruction in higher grade level subjects; whole-grade promotion; during year promotion; and subject-matter acceleration. If a school offers as ACCEL options enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements. Principals will follow the policies set forth in the Student Progression Plan to maintain consistent practice throughout the district.

- (b) The district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, during year promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the school district must be included in the district's comprehensive student progression plan as outlined in [s. 1008.25, F.S.](#)
 - (c) When establishing student eligibility requirements, principals and school districts must consider, at a minimum
 - (i) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to [s. 1008.22, F.S.](#),
 - (ii) The student's grade point average,
 - (iii) The student's attendance and conduct record,
 - (iv) Recommendations from one or more of the student's teachers in core-curricula courses as outlined in [s. 1003.01\(14\)\(a\)-\(e\), F.S.](#) and
 - (v) A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled. [s. 1002.3105\(3\), F.S.](#)
 - (d) A final eligibility requirement is recommendation by the principal and approval by the Area Superintendent.
- (26) Parent/Guardian Request and Student Eligibility
- (a) Each principal must establish a process by which a parent/guardian may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent/guardian selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#), the student must be provided the opportunity to participate in the ACCEL option. Principals will follow the policies set forth in the Student Progression Plan to maintain consistent practice throughout the district.
 - (b) Each school district must establish a process by which a parent/guardian may request student participation in whole-grade promotion, during year promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent/guardian selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive Student Progression Plan, as required in [s. 1002.3105\(2\)\(b\), F.S.](#), the student must be provided the opportunity to participate in the ACCEL option.

- (c) In the OCPS Student Progression Plan, the school and district process of student eligibility and parent/guardian request is contained in each grade level section. For middle school, eligibility criteria for whole grade or during year promotion are:
 - (i) Level 5 performance in English Language Arts, mathematics, and science on statewide, standardized assessments;
 - (ii) A grade point average of 3 or above
 - (iii) No less than two (2) in conduct in the current school year
 - (iv) Less than four (4) unexcused absences in current or prior school year
 - (v) Recommendation by a core subject teacher and a certified school counselor, and
 - (vi) The principal must agree with the acceleration.
- (d) Eligibility for subject matter acceleration (other than as stated in criteria for Advanced Placement or other accelerated course programs) will be the same criteria used for whole year or during year promotion with these exceptions:
 - (i) Level 5 statewide, standardized assessment performance in English Language Arts, mathematics, or science, as related to the desired subject;
- (e) Parent/guardian request is to be made by May 1 on an acceleration request form available at the school and school decision will be made by July 15 dependent on release of statewide, standardized assessment. Enactment of the promotion or subject acceleration will occur for the start of the school year. If a parent/guardian misses the May 1 deadline, then during year promotion or subject acceleration may occur by or before October 30 with a required parent/guardian request submitted by September 1. Any recommended request must have final approval by the Area Superintendent of the school. If the school does not recommend a parent/guardian request, the parent/guardian may write an appeal to the Area Superintendent explaining why the request should be approved.
- (f) Note: In order to meet the requirements of [s. 1003.4156, F.S.](#), governing middle grades promotion, performance at the high level of eligibility and successful passing of the accelerated grade level will serve as proof of mastery of grade level core subjects that were skipped in the process of acceleration. Mandatory courses of Civics must be taken and passed prior to promotion from eighth grade. [s. 1008.25\(2\)\(a-b\), F.S.](#)

- (g) If promotion places a student in ninth grade, thus involving a building change, the Area Superintendent's office will inform the high school principal.
- (h) Acceleration may be attained through the Credit Acceleration Program (CAP), created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. Notwithstanding [s. 1003.436, F.S.](#), a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment, [s. 1003.4295, F.S.](#), according to the following process:
 - (i) Student is not enrolled in course: If a student wants to receive credit by taking the EOC assessment and not taking the course, testing will be done at the April/May administration of the test. The passing score will be known prior to start of school for accurate scheduling of student. If this timeline is missed, a student would be enrolled in a course (if eligible) to ensure access to the course and credit. A parent/guardian must submit an acceleration request form by January 7 for the April/May EOC assessment window. A parent/guardian must submit an acceleration request form by the last day of school for the Summer EOC assessment window.
 - (ii) Student is enrolled in course: If a student is enrolled in a course and wants to "CAP" the course by taking the EOC assessment, testing will be done at the first scheduled test administration in the first semester only. Student will remain in course until a passing score is determined. Class change will occur at end of grading period. A parent/guardian must submit an acceleration request form by September 15 for the December assessment window.

(27) Student Performance Contract

- (a) If a student participates in an ACCEL option pursuant to the parent/guardian request under [s. 1002.3105\(2\)\(b\)1, F.S.](#), a performance contract must require compliance with minimum student attendance requirements and minimum student conduct requirements. The contract may contain ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.
- (b) If a principal initiates a student's participation in an ACCEL option, the student's parent/guardian must be notified. To accommodate special cases in a principal-initiated ACCEL option for a student, the principal may waive specific eligibility requirements if approved by the Area

Superintendent. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

(28) Orange County Virtual School and Florida Virtual School

The district shall provide students with access to enroll in courses available through the Orange County Virtual School and/or Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during and after the normal school day and through summer school enrollment. [s. 1001.42\(23\), F.S.](#) Student participation may involve full-time or part-time enrollment for students in kindergarten through grade 12. [s. 1002.37, F.S.](#) To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in [s. 1002.455, F.S.](#)

(29) Digital Learning [s. 1002.321, F.S.](#)

(a) Customized and Accelerated Learning- The school district must establish multiple opportunities for student participation in part-time and full-time kindergarten through grade 12 virtual instruction. Options include, but are not limited to:

(i) School district operated part-time or full-time virtual instruction programs under [s. 1002.45\(1\)\(b\), F.S.](#) for kindergarten through grade 12 students enrolled in the school district. A full-time program shall operate under its own Master School Identification Number.

(ii) Florida Virtual School instructional services authorized under [s. 1002.37, F.S.](#) Blended learning instruction provided by charter schools authorized under [s. 1002.33, F.S.](#)

(iii) Full-time virtual charter school instruction authorized under [s. 1002.33, F.S.](#)

(iv) Courses delivered in the traditional school setting by personnel providing direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques pursuant to [s. 1003.498, F.S.](#)

(v) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to [s. 1003.498, F.S.](#)

(b) Orange County Virtual School and Florida Virtual School ([s. 1002.37, F.S.](#)) may provide full-time and part-time instruction for students in kindergarten through grade 12. To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in [s. 1002.455\(2\), F.S.](#)

(c) Public school students receiving part-time instruction by the Orange County Virtual School and Florida Virtual School in courses requiring statewide

end-of-course assessments must take all statewide end-of-course assessments required pursuant to [s. 1008.22\(3\)\(c\)2, F.S.](#)

FLVS students will take statewide assessments at the school to which the student would be assigned according to the district attendance areas. OCVS students will either test at the OCVS campus or at their zoned school.

(30) Virtual Instruction Programs

The district must provide parents/guardians with timely written notification of at least one open enrollment period for full-time students of ninety (90) days or more that ends thirty (30) days before the first day of the school year. The purpose of the program is to make quality virtual instruction available to students using online and distance learning technology in the nontraditional classroom. A school district virtual instruction program shall consist of the following:

- (a) Full-time virtual instruction for students enrolled in kindergarten through grade 12;
- (b) Part-time virtual instruction for students enrolled in kindergarten through grade 12 courses are measured by each approved provider's school grade or school improvement rating as specified in [s. 1002.45\(8\)\(a\)2, F.S.](#) and
- (c) Full-time or part-time virtual instruction for students enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice (DJJ) education programs, core-curricula courses to meet class size requirements, or Florida College System institutions.

(31) Student Eligibility for K-12 Virtual instruction

- (a) All students, including home education and private school students, are eligible to participate in any of the following virtual instruction options [s. 1002.455, F.S.](#) :
 - (i) Part-time or full-time virtual charter school instruction authorized under [s. 1002.33, F.S. to students within the school district](#)
 - (ii) [Virtual courses offered in the course code directory to students within the school district](#)
 - (iii) [Florida Virtual School instructional services authorized under s.1002.37, F. S.](#)
 - (iv) [Virtual instruction provided by a school district through a contract with an approved virtual instruction program provider under s.1002.45\(1\)\(c\)2 F. S. to students within the school district](#)

(v)

F. Student Progression – Exceptional Student Education Grades 6-8

(1) Exceptional Student Education Staffing

- (a) The staffing of a student into an exceptional student education program shall follow the procedures established in the Policies and Procedures (P&P) document for exceptional student education services. No student shall be placed in an exceptional student education program unless that student meets approved criteria and is properly determined eligible by a staffing committee. The Individual Education Plan (IEP) document shall be used by IEP Teams in making appropriate placement recommendations based on identified student service needs.
- (b) For students who are in the Gifted Program, EP Teams shall use the Education Plan (EP) document in making appropriate placement recommendations based on identified student service needs.

(2) Exceptional Student Education Services (6-8)

A student with a disability who receives Exceptional Student Education (ESE) services is expected to meet the same state requirements and district expectations as a student who does not have a disability. Educational, related special education services, and allowable and appropriate accommodations or modifications to state requirements and district expectations are defined by federal and state law, and are determined by the educational judgment of the eligibility staffing committee as outlined in the P&P document for exceptional student education services. (FDOE P&P Document-Orange).

(3) Promotion of Students with Disabilities

Students with disabilities in middle schools shall meet the same course requirements for promotion as students without disabilities.

(4) Retention of Students with Disabilities

- (a) The decision as to whether a student has satisfactorily completed a course is a professional judgment of the teacher. For any grade that a student receives, including failure, there shall be adequate documentation to support the decision in the form of formative and summative assessments, evidence of class participation course work, and documentation of the provision of educational and related special education accommodations, services, or modifications (as specified by in the student's IEP).
- (b) The parents/guardians of a student not making adequate progress should be notified in writing by the end of the third nine weeks grading period that the student may have to repeat a course or grade level.

(5) Dismissal from an Exceptional Student Education Program or Change in Exceptional Student Education Program

- (a) A student with a disability who receives Exceptional Student Education (ESE) services is expected to meet the same state requirements and district expectations as a student who does not have a disability. Educational-related special education services, and allowable and appropriate accommodations or modifications to state requirements and district expectations are defined by federal and state law, and are determined by the educational judgment of the eligibility staffing committee as outlined in the P&P document for exceptional student education services.
- (b) The staffing of a student with a disability into a different or additional exceptional student education program shall be determined by an eligibility staffing committee. Staffing shall be in the least restrictive environment, and shall be based on academic performance, age, and the appropriate educational judgment of the eligibility staffing committee as outlined in the P&P document for exceptional student education services. (FDOE P&P Document-Orange).

G. Student Progression – English Language Learners (ELL) 6-8

(1) Identification of English Language Learners

All students that are possible candidates to receive English for Speakers of Other Languages (ESOL) services based on the Home Language Survey (HLS) must be appropriately identified in order to ensure appropriate services. The identification process of ELLs will follow the district's ELL Plan. A copy of the ELL Plan can be found on the Multilingual department website. (Florida Consent Decree Part I. Identification and Assessment and [Rule 6A-6.0902, F.A.C.](#), Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners)

(2) Exiting English for Speakers of Other Languages Program (ESOL)

Students in grades 3-9 may be exited from the ESOL program by scoring at least a level 4 in the reading domain of the state wide English Language Proficiency (ELP) Assessment (Access for ELLs 2.0) and a level 4 composite score on the ELP. Students must also earn a passing score on the grade level statewide, standardized assessment in English Language Arts (ELA). [Rule 6A-6.0903, F.A.C.](#)

For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater and a passing score on the FSAA, pursuant to [Rule 6A-1.09430, F.A.C.](#)

Students may also exit by the decision of an English Language Learner (ELL) Committee.

(3) Progress Monitoring and Promotion Retention Process

English Language Learner students in grades 6-8 who are unable to demonstrate mastery in academic subject areas as described in the Student Progression Plan will be referred to an ELL committee. This committee will develop a plan for the student in accordance with the following guidelines and procedures:

- (a) The reason for the academic under-performance of an ELL student must not imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency – English for Speakers of Other Language (ESOL) Good Cause Exemption (under two (2) years based on date entered US school).
- (b) Determine any lack of academic progress in the areas of English Language Arts (ELA), mathematics, and/or science using indicators that include, but are not limited to pre-tests and post-tests, state developed English Language Proficiency Assessment results, alternative assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress. Florida Consent Decree Part Equal Access to Appropriate Programming and [Rule 6A-6.0902, F.A.C.](#)
- (c) The first ELL committee meeting develops an ELL progress monitoring plan that includes a list of intensive instructional supports designed to assist the ELL student (NOTE: ESOL accommodations are not considered remedial strategies). [Rule 6A-6.0904, F.A.C.](#), Equal Access to Appropriate Instruction for English Language Learners. This plan will be developed and monitored according to the MTSS procedures.
- (d) The second ELL committee meeting is held within nine (9) weeks (after one quarter) to review the effectiveness of the support. If the ELL student does not make satisfactory progress, the ELL Committee will revise the established plan and determine additional and more intense instructional support. [Rule 6A-6.0904, F.A.C.](#)
- (e) If the ELL student still has not made satisfactory progress after implementing the plan for at least eighteen (18) weeks, the ELL committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion. Both ELL meetings must be documented in the ELL portfolio and proper steps taken to ensure that the student received the necessary support. [Rule 6A-6.0904, F.A.C.](#)
- (f) An ELL student who has received more than two (2) years of instruction in an approved ESOL program may be retained when there is lack of academic progress in grade level concepts.
- (g) The ELL committee shall meet to document the evidence indicating a lack of academic progress and to recommend retention (third meeting). The parent/guardian must be invited to attend all meetings.

- (h) The teacher(s) must show extensive documentation of the ESOL strategies and intense instructional support used to provide the student with comprehensible instruction.
 - (i) The reason for retention must not imply the student needs an extra year to learn English or that the under-performance is due to the child's limited English proficiency. [Rule 6A-1.09432, F.A.C.](#), Assessment of Limited English Proficient Students.
- (4) Grading and Documenting Academic Progress of ELL Students
- (a) Course grades and academic progress of ELL students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable appropriate grade level standards-based instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and necessary curriculum accommodations based on the student's language proficiency level.
 - (b) If there is a continued pattern of academic underperformance, the ELL committee shall meet to review the reasons for the student's lack of progress. The reason(s) documented for the academic under-performance of an ELL student must not imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
 - (c) The following documentation needs to be included in the student's ELL portfolio:
 - (i) Documentation of the ESOL strategies used by the Language Arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student's academic progress.
 - (ii) Parent/guardian contacts or attempts made to inform the parent/guardian of the student's under-performance. Notices to parent/guardian of ELL students must be provided in the home/native language, whenever feasible. [Rule 6A-6.0904, F.A.C.](#), Equal Access to Appropriate Instruction for English Language Learners
 - (d) An English Language Learner's teacher, parent/guardian, parent's/guardian's designee, or other school personnel may request the convening of an ELL committee at any time after the end of the student's first semester in the program to identify any special problems which may be hindering a student's progress in ESOL. An ELL committee shall make appropriate recommendations, as necessary, for the modification of the student's ELL Student Plan. The nature and basis of such modification, if any, shall be documented in each student's ELL Student Plan. [Rule 6A-6.09022, F.A.C.](#), Extension of Services in English for Speakers of Other Languages (ESOL) Program

- (e) The ELL committee shall review the student’s academic record holistically and shall consider the assessment results from the assessment administered under subsection (2) of this rule and the following criteria to determine whether the student is English language proficient:
 - (i) Extent and nature of prior educational or academic experience, social experience, and a student interview;
 - (ii) Written recommendation and observation by current and previous instructional and supportive services staff;
 - (iii) Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
 - (iv) Grades from the current or previous years; and
 - (v) Results from tests other than the assessment according to subsection (2) of this rule.
- (f) Documentation of any instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant or ESOL Compliance Specialist (ECS) available at the school.

H. Student Progression – High School Grades 9-12

(1) Precedence of Florida Statutes

Prior to annual revisions to this plan based on annual legislation and technical assistance from the Florida Department of Education, it is understood that current and future Florida Statutes (F.S.) are applicable to district practice and compliance and take precedence over the items in this document.

(2) Required Public Notice and Report

To comply with [s. 1008.25, F.S.](#), the District will annually publish on the district website and in the local newspaper the following information on the prior school year: provisions of the law relating to public school student progression and the district’s policies and procedures on student retention and promotion; by grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment; by grade, the number and percentage of all students in grades 3-10; and any revisions to district policy on retention and promotion from the prior year. [s. 1008.25\(8\)\(b\), F.S.](#)

(3) English Language Learners

- (a) Under the Multicultural Education, Training, and Advocacy (META) Consent Decree, English Language Learners (ELL) must receive comprehensible instruction and equal access to appropriate programming comparable in amount, scope, sequence, and quality to that provided to

English proficient students and it needs to be documented in the form of an ELL student plan. Schools are monitored for compliance with state and federal rules, regulations, based on the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

- (b) In addition, OCPS receives federal funding to provide supplemental professional development to teachers of students who are ELL, and to provide scientifically research-based academic supports to assist ELL academic achievement and English language acquisition. The annual progress of students who are ELL will be measured by student performance on the state English Language Proficiency test (ACCESS for ELLs 2.0) in the areas of: progress in English Language Acquisition, percent proficient in English Language Acquisition, and district progress in graduation rate and content areas as measured by the statewide, standardized assessments.

(4) Interstate Compact on Educational Opportunity for Military Children

- (a) The purpose of this compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents/guardians. This compact applies to (i) active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. s. 1209 and 1211; (ii) members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and (iii) members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.
- (b) This compact applies to local educational agencies.
- (c) This compact does not apply to the children of inactive members of the National Guard and military reserves; members of the uniformed services now retired except as provided in section (a) above; veterans of the uniformed services except as outlined in section (a) above; and other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.
- (d) If a child's official education records cannot be released to the parents/guardians for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent/guardian a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the

sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within ten (10) days or within such time as is reasonable determined under rules adopted by the Interstate Commission.

- (e) Students are to be given thirty (30) days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time as is reasonable determined under the rules promulgated by the Interstate Commission.
- (f) Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.
- (g) If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in courses. *Note: Four of the five high school IB programs are magnets. Admission is granted based on program, available space, whether the student was in a magnet IB program, and feeder middle school.*
- (h) The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to gifted and talented programs and English as a Second Language (ESOL). [s. 1000.36, F.S.](#)
- (i) For eligibility of enrolling a child per the Military Compact, a special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parent/guardian participation and consent.

- (j) A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent/guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/guardian.
- (k) A transitioning military child, placed in the care of a noncustodial parent/guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/guardian, may continue to attend the school in which he or she enrolled while residing with the custodial parent/guardian.
- (l) The state and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline; to the extent they are otherwise qualified.
- (m) In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:
 - (i) Local education agency administration officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency 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 local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.
 - (ii) States shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the following provisions of the Compact (Article VII, C) shall apply.
 - (iii) If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements from the sending local education agency. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student.

(5) Assistance to Transitioning Students from Military Families

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools

shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent/guardian of the student must assume responsibility for transporting the student to that school. Special academic programs, under the provision of this section, include magnet schools, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate. [s. 1003.05\(3\), F.S.](#)

(6) Compulsory School Attendance

- (a) All children who have attained the age of six (6) years or who will have attained the age of six years by February 1 of any school year, or who are older than six (6) years of age but who have not attained the age of sixteen (16) years, are required to attend school regularly during the entire school term. Public school students who have attained the age of sixteen (16) years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent to terminate school enrollment is filed with the district. [ss. 1003.21\(1\)\(a\)1 and 2\(c\), F.S.](#)
- (b) A student who attains the age of sixteen (16) years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district. Public school students who have attained the age of sixteen (16) years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district.
 - (i) The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent/guardian. The school district must notify the student's parent/guardian of receipt of the student's declaration of intent to terminate school enrollment. The student's certified school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED®/2014 GED® test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.
- (c) Additional information regarding School Attendance can be found in the School Board of Orange County, Florida, Policy JE, titled, "Student Attendance."

(7) Comprehensive K-20 Career and Education Planning

- (a) The district is responsible to prepare all students at every level for the transition from school to postsecondary education or work by providing information regarding:
 - (i) Career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to pursue postsecondary instruction required to enter each career.
 - (ii) How to make informed decisions about the program of study that best addresses the students' interests and abilities while preparing them to enter postsecondary education or the workforce.
 - (iii) Recommend coursework and programs that prepare students for success in their areas of interest and ability.
- (b) This information is to be provided to students and parents/guardians through websites, handbooks, manuals and other regularly provided communications. [s. 1000.03\(5\), F.S.](#)

(8) High School Curriculum and Progression

- (a) The school district shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet state academic standards in the following subject areas: English Language Arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. [s. 1003.42\(1\), F.S.](#)
- (b) Developmentally appropriate curriculum guidelines based on national and state standards have been developed by the district and can be found in the Instructional Management System (IMS). Performance is based on the state academic standards. The district will provide support and assistance to schools and teachers for implementation of research-based, effective instruction to produce student achievement of state standards, including the areas of English Language Arts and mathematics.
- (c) Students must have a minimum unweighted cumulative grade point average of 2.0 on 4.0 scale to meet graduation requirements. All courses taken must be included in the calculation of the cumulative grade point average required for graduation unless the grade has been replaced by retaking the course according to the district forgiveness policy. Note: The grade forgiveness limitation does not apply to grades earned in high school courses taken below grade nine. In this case, grades of "C", "D", or "F" may be re-taken for forgiveness. [s.1003.4282, F.S.](#)

(9) Florida Ready to Work Program

- (a) The Florida Ready to Work Certification Program was created to enhance the workplace skills of Florida's students to better prepare them for successful employment in specific occupations. It may be conducted in public middle and high schools, community colleges, technical centers, one-stop career centers, vocational rehabilitation centers, and Department of Juvenile Justice (DJJ) educational facilities. The program may be made available to other entities that provide job training. The U. S. Department of Education shall establish institutional readiness criteria for program implementation.
- (b) The program shall be composed of
 - (i) A comprehensive identification of workplace skills for each occupation identified for inclusion in the program by the Agency for Workforce Innovation and the Department of Education;
 - (ii) A pre-instructional assessment that delineates the student's mastery of level on the specific workplace skills identified for that occupation;
 - (iii) A targeted instructional program limited to those identified workplace skills in which the student is not proficient as measured by the pre-instructional assessment. Instruction must utilize a web-based program and be customized to meet identified specific needs of local employers; and
 - (iv) A Florida Ready to Work credential and portfolio awarded to students upon successful completion of the instruction. Each portfolio must delineate the skills demonstrated by the student as evidence of the student's preparation for employment. [s. 445.06, F.S.](#)
- (c) The Florida Ready to Work credential will be awarded to a student who successfully passes assessments in Reading for Information, Applied Mathematics, and locating information or any other assessments of comparable rigor. Each assessment shall be scored on a scale of 3–7. The level of the credential each student receives is based on the following:
 - (i) Bronze level – requires a minimum score of 3 or above on each assessment.
 - (ii) Silver level – requires a minimum score of 4 or above on each assessment.
 - (iii) Gold level – requires a minimum score of 5 or above on each assessment.
- (d) In OCPS, the Career and Technical Education (CTE) department is the district contact for this program.

(10) Postsecondary Destination Student Progression Model Requirements

- (a) It is the intent of the Legislature that students and parents/guardians develop academic achievement and career goals for the student's post-high-school experience during the middle grades. Parents/Guardians and students are to become partners with school personnel in career exploration and educational decision-making. A clear academic and career plan for the student which must emphasize technology or the application of technology in career fields will be developed; course expectations that emphasize rigorous and relevant coursework shall be made available to all students by allowing both student and parent/guardian choice.
- (b) Students entering the ninth grade and their parents/guardians shall have developed during the middle grades a four (4) to five (5) year academic and career plan based on postsecondary and career goals, signed by the student and their parents/guardians. Alternate career and academic destinations should be considered with bridges between destinations to enable students to shift academic and career priorities if they choose to change goals. The destinations shall accommodate the needs of students served in exceptional student education programs to the extent appropriate for individual students. Students and their parents/guardians shall choose among destinations, which will include:
 - (i) Four-year postsecondary degree,
 - (ii) Two-year postsecondary degree,
 - (iii) Postsecondary career certificate,
 - (iv) Immediate employment or entry-level military, or
 - (v) A combination of the above
- (c) A student has the option of early graduation if the student has completed all graduation requirements set forth in [s. 1003.4281, F.S.](#) Early graduation means finishing high school requirements in less than eight (8) semesters.
- (d) The student progression model toward a chosen destination shall include:
 - (i) A "path" of core courses leading to each of the destinations provided in paragraph (a).
 - (ii) A recommended group of electives which shall help define each path.
 - (iii) Provisions for a teacher, school administrator, other school staff member, or community volunteer to be assigned to a student as an "academic advocate" if parent/guardian involvement is lacking.

- (e) A placement test authorized in [s. 1001.03\(10\), F.S.](#) and [s.1008.30, F.S.](#) or a similar test may be administered to high school students who have chosen one of the four destinations. The results of the placement test shall be used to target additional instructional needs in reading, writing, and mathematics prior to graduation.
- (f) Ample opportunity shall be provided for students to move from one destination to another, and some latitude shall exist within each destination, to meet the individual needs of students.

(11) Report Cards

- (a) A report card will be issued at grading period intervals. The report card will clearly depict and grade the student's academic performance in each class or course based on examinations as well as written papers, class participation, and other academic performance criteria. The report card will depict the student's conduct and behavior, as well as student attendance, including absences and tardiness. The final report card for a school year shall contain a statement indicating end of year status, performance or nonperformance at grade level, behavior, attendance and promotion or non-promotion. [s. 1003.33\(1\), F.S.](#) The district may use a separate report notice for statement of promotion or non-promotion. The school, on behalf of the superintendent, will notify students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.
- (b) Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. [s. 1003.33\(2\), F.S.](#)

(12) Grade Classification

- (a) Student grade classification will follow:

9th Grade	First year in high school
10th Grade	Second year in high school
11th Grade	Third year in high school
12th Grade	Fourth year in high school
- (b) For purposes of non-athletic student activities, principals may designate the appropriate standing (freshman, sophomore, junior, senior). If a student is successfully completing a three-year graduation plan or has chosen an ACCEL option plan, his/her final year of school will be classified as the senior year with all senior recognitions and privileges. An alternate system of grade classification may be implemented by the district with the approval of the superintendent.

(13) Class Rank and Valedictorian and Salutatorian

- (a) For 11th and 12th graders on standard diploma – class rank will be run twice per school year.
 - (i) First run – third week of school year. This will allow for transfers and new enrollments to be scheduled and entered into the student information system.
 - (ii) Second run – after the end of the first semester. This will allow for 11th grade early college admissions and 12th grade final, official class rank.
- (b) Beginning with the Graduating Class of 2020-21, schools only have one Valedictorian and one Salutatorian. The Valedictorian and Salutatorian will be the students who hold the highest weighted GPA based on the courses taken prior to the date of the official class rank to include all high school course work. Courses taken in middle school for high school credit as well as any courses taken on-line or any dual enrollment courses will be included in these calculations when submitted prior to the class rank calculations. The Valedictorian will be the one student with the highest weighted GPA. The Salutatorian will be the student with the second highest weighted GPA. If two or more students have identical GPAs when calculated to the third decimal place, all students with identical GPAs will be recognized for that recognition.

(14) General Promotion Requirements

Each student's progression from grades nine through twelve shall be determined, in part, upon proficiency in English Language Arts (ELA), writing, science and mathematics, including specific levels of performance on statewide assessments at selected grade levels as determined by the Commissioner of Education. [s. 1008.25\(1\), F.S.](#) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. [s. 1008.25\(6\)\(a\), F.S.](#) An appropriate alternative placement determined by the district and school must be provided for a student who has been retained two or more years. [s. 1008.25\(2\)\(c\), F.S.](#)

(15) Assessment Performance and the Progress Monitoring Plan (PMP)

- (a) Each student must participate in district and statewide assessments in ELA, science and mathematics or End of Course assessments in Algebra, Geometry, US history or Biology. The district expectations of performance standards in reading, writing, science and mathematics for each grade level are the state's expectations of levels of satisfactory performance as determined by the Florida Department of Education. Each student who does not meet district specific levels of performance for student progression on statewide, standardized assessments: ELA, science and mathematics for each grade level, or who scores below Level 3 on statewide, standardized assessments must be provided with additional diagnostic assessments identified by the district and school to determine

the nature of the student's areas of academic need. [s. 1008.25\(4\)\(a\), F.S.](#) A progress-monitoring plan must be enacted for all students who score below a Level 3 on the statewide, standardized assessments. The school must develop the progress-monitoring plan in consultation with the student's parents/guardians. [s. 1008.25\(4\)\(b\), F.S.](#)

- (b) The purpose of the progress-monitoring plan is to assist the student in meeting state and district expectations for satisfactory performance. Each plan must include the provision of intensive remedial instruction and support services in the areas of weakness. Strategies may include, but are not limited to: summer school, dropout prevention services, parent/guardian tutorial programs, contracted academic services, exceptional student education services, modified curriculum, reading instruction, after school instruction and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development program. The plan should clearly identify the specific diagnosed academic needs to be remediated, the success-based intervention strategies to be used, a variety of remedial instruction to be provided and the monitoring and reevaluation activities to be employed. The district may require low-performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided. [s. 1008.25\(4\)\(b\), F.S.](#)
- (c) The progress monitoring plan used in the district will meet all specifications of statute and include a system of progress monitoring to identify individual assistance to be given to remedy the student's individual, identified deficiencies. The progress monitoring plan is not a form or folder. It is a set of actions and may involve multiple papers with documentation from multiple data sources. [s. 1008.25\(4\)\(b\), F.S.](#)
- (d) [High schools shall use all available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation. The results of evaluations used to monitor a student's progress in grades K-12 must be provided to the student's teacher in a timely manner and as otherwise required by law. Thereafter, evaluation results must be provided to the student's parent in a timely manner. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction. s. 1008.25\(2\)\(a\), F.S.](#)
- (e) A student with a disability who began ninth grade in the 2012-13 school year or prior may maintain any credit previously earned for a Level 1 course towards a standard diploma. In such cases a written assessment of the need must be included in the student's Individual Educational Plan (IEP).
- (f) Each student's progression from grades nine through twelve shall be determined, in part, upon satisfactory performance in reading, writing, science, social studies and mathematics, including specific levels of

performance on statewide, standardized assessments at selected grade levels as determined by the Commissioner of Education. [s. 1008.25\(1\), F.S.](#) Students who do not meet these performance levels must receive remediation or be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. [s. 1008.25\(2\)\(b\), F.S.](#); [s. 1008.25\(6\)\(a\), F.S.](#) An appropriate alternative placement determined by the district and school must be provided for a student who has been retained two (2) or more years. [s. 1008.25\(2\)\(c\), F.S.](#)

(16) Parent/Guardian Notice and Annual Reporting of Progress

- (a) Progress of the student toward achieving state and district expectations for proficiency in ELA, science and mathematics and the student's results on each statewide assessment test must be reported annually in writing to the parents/guardians or guardian of each student. The report will be developed by the district and is adopted by the district in the approval of this Student Progression Plan. The evaluation of this progress must be based on:
 - (i) classroom work,
 - (ii) Observations,
 - (iii) district and state assessments, or
 - (iv) other relevant information [s. 1008.25\(8\)\(a\), F.S.](#)
- (b) The parents/guardians of a student not making adequate progress toward promotion must be notified in writing at the beginning of the third grading period and given an opportunity to meet with the school team. For students with a cumulative grade point average (GPA) of less than 0.5 above the required 2.0 curriculum GPA needed for graduation, at the end of each semester in grades 9, 10, 11 and 12, parents/guardians shall be notified that the student is at risk of not meeting graduation requirements. The notice will direct the parent/guardian to an explanation of assistance for the student to raise the GPA to the requirement.
- (c) At the beginning of each school year, the parents/guardians of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment and Florida Virtual School (FLVS) courses and options for early or accelerated high school graduation outlined in career academy courses, and courses that lead to national industry certification as well as the availability of course offerings through virtual instruction. Notice will be given to students in grades 6-9 and their parents/guardians of the graduation plan options listed in [s. 1003.4281, F.S.](#) including curriculum requirements so that students and parents/guardians may select the plan that best meets their needs. [s. 1003.4281, F.S.](#)
- (d) Each high school shall offer an IB Program, an AICE Program, or a combination of at least four courses in dual enrollment or AP, including one

course in each English, mathematics, science, and social studies. To meet this requirement, the district may provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit, as determined by the FDOE.

- (e) The district shall provide each student in grades 6-12 and their parents/guardians with information concerning the three-year and four-year high school graduation options listed in [s. 1003.4281, F.S.](#), including the respective curriculum requirements for those options, so that the students and their parents/guardians may select the program that best fits their needs. The information shall include a timeframe for achieving each graduation option.

(17) Determination of Credits

- (a) The satisfactory completion of each course results in 0.5 credits for a semester course and 1.0 credit for a full-year course.
- (b) Credits transferred from accredited schools in other school systems shall be verified by official transcript and evaluated in terms of the requirements of the school system where such credit was earned. A student transferring in prior to July 1, 2012, who is part of the 2010-11 ninth grade cohort who has taken a semester (0.5 credit) of a course for which Florida requires an end-of-course assessment in order for the course credit to be awarded must take semester two of the course and take the end-of-course assessment (thirty (30) percent of results are factored into the final grade for that course). A student transferring with a semester credit of a course requiring an end-of-course assessment and is part of the 2011-12 cohort may take the end-of-course assessment and if the student passes be awarded the 1.0 credit. The student may also take semester two of the course and upon passing the end-of-course assessment will receive credit to be awarded for the course. Credits will not be accepted from a high school that is not accredited by regional or state accrediting agencies except when validated by the student's demonstration of satisfactory classroom performance during a nine-week probationary period.
- (c) A course designated in the Course Code Directory as grade 9 through 12 that is taken below the ninth grade may be used to satisfy high school graduation requirements or Florida Bright Futures award requirements.
- (d) The decision as to whether a student has satisfactorily completed a course and what grade is to be issued are professional judgments of the teacher. However, to receive credit in any course, students must demonstrate mastery of the state academic standards designated for that course. Any grade that a student receives, including failures, shall be adequately documented in the form of formative and summative assessments, grades on class participation, mastery of the state academic standards, and other course work to support the decision. For a student with a disability, there shall be additional evidence to support the decision in the form of documentation of the provision of educational and related special

education services and allowable and appropriate accommodations or modifications (as specified in the student’s IEP) (FDOE P&P Document-Orange).

(18) Grading Scale and Computation of Grade Point Average (GPA) Grades 6-12: Unweighted and Weighted

The grading system and interpretation of letter grades will be as prescribed by the Florida Statutes. [s. 1003.437\(1-5\), F.S.](#) The unweighted grading scale will be:

Grade	Percentage	Grade Point Average Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

Students cannot receive less than 50% on the following grading periods:

Report Card 1	RC1	Report Card 2	RC2	Report Card 3	RC3	Report
Card 4	RC4					

Semester 1	Sem1
Semester 2	Sem2

Final	Fin
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(19) Final Course Grading

(a) Statewide Assessments and Final Examination Grades

. If a student takes a course aligned with a state-wide grade-level assessment, the student will not receive a final examination grade associated with performance on that assessment.

(b) National/International Assessments and Final Examination Grades in 2014-15 and Beyond

If a student takes a course aligned with an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) course that has an aligned, national/international end-of-year assessment, the student will not receive a final examination grade associated with their performance on the assessment.

(c) Statewide EOC Assessments and Final Examination Grades in 2014-15 and Beyond

(i) All students who take statewide, standardized end-of-course assessments in the 2014-15 school year and later in any entering ninth grade cohort are subject to the following rules concerning the use of statewide, standardized assessments as the final examination counting for thirty (30) percent of the overall course

grade. The Semester 1 and Semester 2 grades will each be thirty-five (35) percent of the overall course grade. The semester and exam grade will be averaged using numerical values between 50 and 100. The numerical value for the end-of-course assessment will be provided in accordance with the EOC assessment crosswalks in this section. The thirty (30) percent calculation as provided in this document is not permitted to be changed through grade change procedures.

- (ii) All students associated with the course codes in Table 1 below are required to take the assessment in order to receive a final course grade. If a student does not take the assessment, they will receive no final course grade until the assessment is taken by the student.
- (iii) If a student retakes a course in Table 1 for any reason, the student will be required to take the statewide, standardized assessment aligned to the course to receive their final examination grade for the course. Only the assessment administered during the retaking of the course will be used in the course grade. No process will be used that provides the higher of two or more assessment results to determine the course grade. All grade forgiveness rules must be followed for a student to be eligible to attempt grade forgiveness in a course.
- (iv) The crosswalk between scale scores and the thirty (30) percent final examination grade is established on the attached document, 'Crosswalk of Scale Scores and Course Grades' that must be made available to teachers.
- (v) If a student has their assessment invalidated for any student behavior in violation of statewide, standardized assessment policies and procedures or does not take the final examination, no assessment grade will be averaged into the final grade, nor will a final course grade be awarded. If the score is invalidated due to teacher behavior, the student will have the opportunity to take the assessment again in the next statewide administration window.

Table 1: Courses Included in the Statewide 30% Calculation

Course										
Algebra I	1200310	1200320	1200380	1200390	1209810					
Geometry	1206310	1206320	1206810	1209820						
Civics	2106010	2106015	2106016	2106020	2106025	2106026	2106029	2100045	2106027	2106028
Biology	2000310	2000320	2000322	2000430	2000800	2002440	2002450	2000850		
US History	2100310	2100320	2100390	2100480						

(d) Common Final Exams (CFE) and Final Examination Grades

- (i) All Common Final Exams (CFE) must count for twenty (20) percent of the overall course grade for secondary courses. All teachers at a school who teach the same course will use the raw scores from district-created assessments to collaboratively determine final

examination grades. The Semester 1 and Semester 2 grades will each be forty (40) percent of the overall course grade for full year courses. For semester courses, the calculation will be conducted as eighty (80) percent semester grade and twenty (20) percent CFE grade. The semester and exam grade will be averaged using numerical values between 50 and 100.

- (ii) If a student retakes a course with a Common Final Exam for any reason, the student will be required to take the Common Final Exam aligned to the course to receive their final examination grade for the course. Only the assessment administered during the retaking of the course will be used in the course grade. No process will be used that provides the higher of two or more assessment results to determine the course grade. All grade forgiveness rules must be followed for a student to be eligible to attempt grade forgiveness in a course.
- (iii) If a student in a secondary course has their Common Final Exam invalidated for any student behavior in violation of statewide test policies and procedures or does not take the final examination, the assessment will be averaged in based on the lowest score on the EOC Assessment Crosswalks. If the score is invalidated due to teacher behavior, the student will have the opportunity to take the assessment again.
- (iv) Courses offered through Orange County Virtual School (OCVS) contain final examinations embedded within the course content which are included in the calculation of the final grade and are not subject to the Common Final Exam requirements

(20) Crosswalk of Scale Scores and Course Grades

- (a) The below charts describe the translation between statewide assessment scores, letter grades and grade values. These charts may be provided to teachers and other school personnel to assist in understanding the thirty (30) percent process.

Algebra I: Scale Score to Grade Value

325	F	59
326	D	60
327	D	61
328	D	61
329	D	61
330	D	61
331	D	61
332	D	61
333	D	61
334	D	61
335	D	62

336	D	62
337	D	62
338	D	62
339	D	62
340	D	63
341	D	63
342	D	63
343	D	63
344	D	63
345	D	64
346	D	64
347	D	64
348	D	64
349	D	65
350	D	65
351	D	65
352	D	66
353	D	66
354	D	66
355	D	67
356	D	67
357	D	68
358	D	68
359	D	68
360	D	69
361	D	69
362	C	70
363	C	71
364	C	71
365	C	71
366	C	72
367	C	72
368	C	72
369	C	72
370	C	73
371	C	73
372	C	73
373	C	74
374	C	74
375	C	74
376	C	75
377	C	75
378	C	75
379	C	76

380	C	76
381	C	77
382	C	77
383	C	77
384	C	78
385	C	78
386	C	79
387	C	79
388	C	79
389	B	80
390	B	81
391	B	81
392	B	82
393	B	82
394	B	82
395	B	83
396	B	83
397	B	84
398	B	84
399	B	84
400	B	85
401	B	85
402	B	85
403	B	86
404	B	86
405	B	86
406	B	87
407	B	87
408	B	87
409	B	88
410	B	88
411	B	88
412	B	89
413	B	89
414	B	89
415	B	89
416	A	90
417	A	91
418	A	92
419	A	92
420	A	92
421	A	93
422	A	93
423	A	94

424	A	94
425	A	95
426	A	95
427	A	95
428	A	96
429	A	96
430	A	96
431	A	97
432	A	97
433	A	97
434	A	97
435	A	98
436	A	98
437	A	98
438	A	98
439	A	98
440	A	99
441	A	99
442	A	99
443	A	99
444	A	99
445	A	99
446	A	99
447	A	100
448	A	100
449	A	100
450	A	100
451	A	100
452	A	100
453	A	100
454	A	100
455	A	100
456	A	100
457	A	100
458	A	100
459	A	100
460	A	100
461	A	100
462	A	100
463	A	100
464	A	100
465	A	100
466	A	100
467	A	100

468	A	100
469	A	100
470	A	100
471	A	100
472	A	100
473	A	100
474	A	100
475	A	100

Geometry: Scale Score to Grade Value

325	F	59
326	F	59
327	F	59
328	F	59
329	F	59
330	F	59
331	D	60
332	D	61
333	D	61
334	D	61
335	D	61
336	D	61
337	D	61
338	D	61
339	D	61
340	D	61
341	D	62
342	D	62
343	D	62
344	D	62
345	D	62
346	D	62
347	D	63
348	D	63
349	D	63
350	D	63
351	D	63
352	D	64
353	D	64
354	D	64
355	D	64
356	D	65
357	D	65
358	D	65
359	D	66
360	D	66
361	D	66
362	D	67
363	D	67

364	D	68
365	D	68
366	D	68
367	D	69
368	D	69
369	C	70
370	C	71
371	C	71
372	C	71
373	C	72
374	C	72
375	C	72
376	C	73
377	C	73
378	C	73
379	C	74
380	C	74
381	C	74
382	C	75
383	C	75
384	C	76
385	C	76
386	C	76
387	C	77
388	C	77
389	C	77
390	C	78
391	C	78
392	C	79
393	C	79
394	C	79
395	B	80
396	B	81
397	B	81
398	B	82
399	B	82
400	B	83
401	B	83
402	B	84
403	B	84
404	B	84
405	B	85
406	B	85
407	B	86
408	B	86
409	B	87
410	B	87
411	B	88
412	B	88
413	B	89
414	B	89

415	B	89
416	A	90
417	A	91
418	A	91
419	A	92
420	A	92
421	A	93
422	A	93
423	A	94
424	A	94
425	A	95
426	A	95
427	A	95
428	A	96
429	A	96
430	A	97
431	A	97
432	A	97
433	A	97
434	A	98
435	A	98
436	A	98
437	A	98
438	A	98
439	A	99
440	A	99
441	A	99
442	A	99
443	A	99
444	A	99
445	A	99
446	A	100
447	A	100
448	A	100
449	A	100
450	A	100
451	A	100
452	A	100
453	A	100
454	A	100
455	A	100
456	A	100
457	A	100
458	A	100
459	A	100
460	A	100
461	A	100
462	A	100
463	A	100
464	A	100
465	A	100

466	A	100
467	A	100
468	A	100
469	A	100
470	A	100
471	A	100
472	A	100
473	A	100
474	A	100
475	A	100

Biology: Scale Score to Grade Value

EOC Scale Score	Letter Grade	Grade Value
325 to 328	F	59
329 to 332	D	60
333 to 336	D	61
337 to 340	D	62
341 to 344	D	63
345 to 348	D	64
349 to 352	D	65
353 to 356	D	66
357 to 360	D	67
361 to 364	D	68
365 to 368	D	69
369 to 371	C	70
372 to 373	C	71
374 to 376	C	72
377 to 379	C	73
380 to 381	C	74
382 to 384	C	75
385 to 386	C	76
387 to 389	C	77
390 to 392	C	78
393 to 394	C	79
395 to 398	B	80
399 to 401	B	81
402 to 405	B	82
406 to 409	B	83
410 to 413	B	84
414 to 417	B	85
418 to 420	B	86
421 to 422	B	87
423	B	88
424 to 425	B	89
426 to 427	A	90
428 to 429	A	91
430	A	92
431 to 435	A	93
436 to 441	A	94

442 to 447	A	95
448 to 453	A	96
454 to 460	A	97
461 to 465	A	98
466 to 470	A	99
471 to 475	A	100

US History: Scale Score to Grade Value

EOC Scale Score	Letter Grade	Grade Value
325 to 328	F	59
329 to 333	D	60
334 to 338	D	61
339 to 342	D	62
343 to 347	D	63
348 to 352	D	64
353 to 357	D	65
358 to 361	D	66
362 to 366	D	67
367 to 372	D	68
373 to 377	D	69
378 to 379	C	70
380 to 381	C	71
382 to 383	C	72
384 to 385	C	73
386 to 387	C	74
388 to 389	C	75
390 to 391	C	76
392 to 393	C	77
394 to 395	C	78
396	C	79
397 to 398	B	80
399 to 401	B	81
402 to 404	B	82
405 to 407	B	83
408 to 410	B	84
411 to 413	B	85
414 to 416	B	86
417 to 418	B	87
419 to 421	B	88
422 to 423	B	89
424 to 426	A	90
427 to 428	A	91
429 to 431	A	92
432 to 437	A	93
438 to 443	A	94
444 to 448	A	95
449 to 453	A	96
454 to 458	A	97
459 to 463	A	98

464 to 469	A	99
470 to 475	A	100

Civics: Scale Score to Grade Value

EOC Scale Score	Letter Grade	Grade Value
325 to 329	F	59
330 to 334	D	60
335 to 338	D	61
339 to 342	D	62
343 to 347	D	63
348 to 352	D	64
353 to 356	D	65
357 to 359	D	66
360 to 365	D	67
366 to 370	D	68
371 to 375	D	69
376 to 377	C	70
378 to 379	C	71
380 to 381	C	72
382 to 383	C	73
384	C	74
385 to 386	C	75
387 to 388	C	76
389	C	77
390 to 391	C	78
392 to 393	C	79
394 to 396	B	80
397 to 398	B	81
399 to 400	B	82
401 to 403	B	83
404 to 405	B	84
406 to 408	B	85
409 to 412	B	86
413 to 415	B	87
416 to 417	B	88
418 to 420	B	89
421 to 422	A	90
423 to 425	A	91
426 to 427	A	92
428 to 433	A	93
434 to 439	A	94
440 to 445	A	95
446 to 451	A	96
452 to 456	A	97
457 to 462	A	98
463 to 468	A	99
469 to 475	A	100

FSAA Algebra I

FSAA EOC	Achievement Level	Scale Score	EOC Grade
FSAA Algebra I	1	725	85
FSAA Algebra I	1	726	85
FSAA Algebra I	1	727	85
FSAA Algebra I	1	728	85
FSAA Algebra I	1	729	85
FSAA Algebra I	1	730	85
FSAA Algebra I	1	731	85
FSAA Algebra I	1	732	85
FSAA Algebra I	1	733	85
FSAA Algebra I	1	734	85
FSAA Algebra I	1	735	85
FSAA Algebra I	1	736	85
FSAA Algebra I	1	737	85
FSAA Algebra I	1	738	85
FSAA Algebra I	1	739	85
FSAA Algebra I	1	740	85
FSAA Algebra I	1	741	85
FSAA Algebra I	1	742	85
FSAA Algebra I	1	743	85
FSAA Algebra I	1	744	85
FSAA Algebra I	1	745	85
FSAA Algebra I	1	746	85
FSAA Algebra I	1	747	85
FSAA Algebra I	1	748	85
FSAA Algebra I	1	749	85
FSAA Algebra I	1	750	85
FSAA Algebra I	1	751	85
FSAA Algebra I	1	752	85
FSAA Algebra I	1	753	85
FSAA Algebra I	1	754	85
FSAA Algebra I	1	755	85
FSAA Algebra I	1	756	85
FSAA Algebra I	1	757	85
FSAA Algebra I	1	758	85
FSAA Algebra I	1	759	85
FSAA Algebra I	1	760	85
FSAA Algebra I	1	761	85
FSAA Algebra I	1	762	85
FSAA Algebra I	1	763	85
FSAA Algebra I	1	764	85

FSAA Algebra I	1	765	85
FSAA Algebra I	1	766	85
FSAA Algebra I	1	767	85
FSAA Algebra I	1	768	85
FSAA Algebra I	1	769	85
FSAA Algebra I	1	770	85
FSAA Algebra I	1	771	85
FSAA Algebra I	1	772	85
FSAA Algebra I	1	773	85
FSAA Algebra I	2	774	90
FSAA Algebra I	2	775	90
FSAA Algebra I	2	776	90
FSAA Algebra I	2	777	90
FSAA Algebra I	2	778	90
FSAA Algebra I	2	779	90
FSAA Algebra I	2	780	90
FSAA Algebra I	2	781	90
FSAA Algebra I	2	782	90
FSAA Algebra I	2	783	90
FSAA Algebra I	2	784	90
FSAA Algebra I	2	785	90
FSAA Algebra I	2	786	90
FSAA Algebra I	2	787	90
FSAA Algebra I	2	788	90
FSAA Algebra I	2	789	90
FSAA Algebra I	2	790	90
FSAA Algebra I	2	791	90
FSAA Algebra I	2	792	90
FSAA Algebra I	2	793	90
FSAA Algebra I	2	794	90
FSAA Algebra I	2	795	90
FSAA Algebra I	2	796	90
FSAA Algebra I	3	797	95
FSAA Algebra I	3	798	95
FSAA Algebra I	3	799	95
FSAA Algebra I	3	800	95
FSAA Algebra I	3	801	95
FSAA Algebra I	3	802	95
FSAA Algebra I	3	803	95
FSAA Algebra I	3	804	95
FSAA Algebra I	3	805	95
FSAA Algebra I	3	806	95
FSAA Algebra I	3	807	95

FSAA Algebra I	3	808	95
FSAA Algebra I	3	809	95
FSAA Algebra I	3	810	95
FSAA Algebra I	3	811	95
FSAA Algebra I	3	812	95
FSAA Algebra I	3	813	95
FSAA Algebra I	3	814	95
FSAA Algebra I	3	815	95
FSAA Algebra I	3	816	95
FSAA Algebra I	3	817	95
FSAA Algebra I	3	818	95
FSAA Algebra I	3	819	95
FSAA Algebra I	3	820	95
FSAA Algebra I	3	821	95
FSAA Algebra I	3	822	95
FSAA Algebra I	4	823	100
FSAA Algebra I	4	824	100
FSAA Algebra I	4	825	100
FSAA Algebra I	4	826	100
FSAA Algebra I	4	827	100
FSAA Algebra I	4	828	100
FSAA Algebra I	4	829	100
FSAA Algebra I	4	830	100
FSAA Algebra I	4	831	100
FSAA Algebra I	4	832	100
FSAA Algebra I	4	833	100
FSAA Algebra I	4	834	100
FSAA Algebra I	4	835	100
FSAA Algebra I	4	836	100
FSAA Algebra I	4	837	100
FSAA Algebra I	4	838	100
FSAA Algebra I	4	839	100
FSAA Algebra I	4	840	100
FSAA Algebra I	4	841	100
FSAA Algebra I	4	842	100
FSAA Algebra I	4	843	100
FSAA Algebra I	4	844	100
FSAA Algebra I	4	845	100
FSAA Algebra I	4	846	100
FSAA Algebra I	4	847	100
FSAA Algebra I	4	848	100
FSAA Algebra I	4	849	100
FSAA Algebra I	4	850	100

FSAA Algebra I	4	851	100
FSAA Algebra I	4	852	100
FSAA Algebra I	4	853	100
FSAA Algebra I	4	854	100
FSAA Algebra I	4	855	100
FSAA Algebra I	4	856	100
FSAA Algebra I	4	857	100
FSAA Algebra I	4	858	100
FSAA Algebra I	4	859	100
FSAA Algebra I	4	860	100
FSAA Algebra I	4	861	100
FSAA Algebra I	4	862	100
FSAA Algebra I	4	863	100
FSAA Algebra I	4	864	100
FSAA Algebra I	4	865	100
FSAA Algebra I	4	866	100
FSAA Algebra I	4	867	100
FSAA Algebra I	4	868	100
FSAA Algebra I	4	869	100
FSAA Algebra I	4	870	100
FSAA Algebra I	4	871	100
FSAA Algebra I	4	872	100
FSAA Algebra I	4	873	100
FSAA Algebra I	4	874	100
FSAA Algebra I	4	875	100

FSAA Geometry

FSAA EOC	Achievement Level	Scale Score	EOC Grade
FSAA Geometry	1	725	85
FSAA Geometry	1	726	85
FSAA Geometry	1	727	85
FSAA Geometry	1	728	85
FSAA Geometry	1	729	85
FSAA Geometry	1	730	85
FSAA Geometry	1	731	85
FSAA Geometry	1	732	85
FSAA Geometry	1	733	85
FSAA Geometry	1	734	85
FSAA Geometry	1	735	85
FSAA Geometry	1	736	85
FSAA Geometry	1	737	85
FSAA Geometry	1	738	85
FSAA Geometry	1	739	85
FSAA Geometry	1	740	85

FSAA Geometry	1	741	85
FSAA Geometry	1	742	85
FSAA Geometry	1	743	85
FSAA Geometry	1	744	85
FSAA Geometry	1	745	85
FSAA Geometry	1	746	85
FSAA Geometry	1	747	85
FSAA Geometry	1	748	85
FSAA Geometry	1	749	85
FSAA Geometry	1	750	85
FSAA Geometry	1	751	85
FSAA Geometry	1	752	85
FSAA Geometry	1	753	85
FSAA Geometry	1	754	85
FSAA Geometry	1	755	85
FSAA Geometry	1	756	85
FSAA Geometry	1	757	85
FSAA Geometry	1	758	85
FSAA Geometry	1	759	85
FSAA Geometry	1	760	85
FSAA Geometry	1	761	85
FSAA Geometry	1	762	85
FSAA Geometry	1	763	85
FSAA Geometry	1	764	85
FSAA Geometry	1	765	85
FSAA Geometry	1	766	85
FSAA Geometry	1	767	85
FSAA Geometry	1	768	85
FSAA Geometry	1	769	85
FSAA Geometry	1	770	85
FSAA Geometry	1	771	85
FSAA Geometry	1	772	85
FSAA Geometry	1	773	85
FSAA Geometry	1	774	85
FSAA Geometry	1	775	85
FSAA Geometry	1	776	85
FSAA Geometry	2	777	90
FSAA Geometry	2	778	90
FSAA Geometry	2	779	90
FSAA Geometry	2	780	90
FSAA Geometry	2	781	90
FSAA Geometry	2	782	90
FSAA Geometry	2	783	90

FSAA Geometry	2	784	90
FSAA Geometry	2	785	90
FSAA Geometry	2	786	90
FSAA Geometry	2	787	90
FSAA Geometry	2	788	90
FSAA Geometry	2	789	90
FSAA Geometry	2	790	90
FSAA Geometry	2	791	90
FSAA Geometry	2	792	90
FSAA Geometry	2	793	90
FSAA Geometry	2	794	90
FSAA Geometry	2	795	90
FSAA Geometry	2	796	90
FSAA Geometry	2	797	90
FSAA Geometry	2	798	90
FSAA Geometry	3	799	95
FSAA Geometry	3	800	95
FSAA Geometry	3	801	95
FSAA Geometry	3	802	95
FSAA Geometry	3	803	95
FSAA Geometry	3	804	95
FSAA Geometry	3	805	95
FSAA Geometry	3	806	95
FSAA Geometry	3	807	95
FSAA Geometry	3	808	95
FSAA Geometry	3	809	95
FSAA Geometry	3	810	95
FSAA Geometry	3	811	95
FSAA Geometry	3	812	95
FSAA Geometry	3	813	95
FSAA Geometry	3	814	95
FSAA Geometry	3	815	95
FSAA Geometry	3	816	95
FSAA Geometry	3	817	95
FSAA Geometry	3	818	95
FSAA Geometry	3	819	95
FSAA Geometry	3	820	95
FSAA Geometry	3	821	95
FSAA Geometry	3	822	95
FSAA Geometry	3	823	95
FSAA Geometry	3	824	95
FSAA Geometry	3	825	95
FSAA Geometry	3	826	95

FSAA Geometry	4	827	100
FSAA Geometry	4	828	100
FSAA Geometry	4	829	100
FSAA Geometry	4	830	100
FSAA Geometry	4	831	100
FSAA Geometry	4	832	100
FSAA Geometry	4	833	100
FSAA Geometry	4	834	100
FSAA Geometry	4	835	100
FSAA Geometry	4	836	100
FSAA Geometry	4	837	100
FSAA Geometry	4	838	100
FSAA Geometry	4	839	100
FSAA Geometry	4	840	100
FSAA Geometry	4	841	100
FSAA Geometry	4	842	100
FSAA Geometry	4	843	100
FSAA Geometry	4	844	100
FSAA Geometry	4	845	100
FSAA Geometry	4	846	100
FSAA Geometry	4	847	100
FSAA Geometry	4	848	100
FSAA Geometry	4	849	100
FSAA Geometry	4	850	100
FSAA Geometry	4	851	100
FSAA Geometry	4	852	100
FSAA Geometry	4	853	100
FSAA Geometry	4	854	100
FSAA Geometry	4	855	100
FSAA Geometry	4	856	100
FSAA Geometry	4	857	100
FSAA Geometry	4	858	100
FSAA Geometry	4	859	100
FSAA Geometry	4	860	100
FSAA Geometry	4	861	100
FSAA Geometry	4	862	100
FSAA Geometry	4	863	100
FSAA Geometry	4	864	100
FSAA Geometry	4	865	100
FSAA Geometry	4	866	100
FSAA Geometry	4	867	100
FSAA Geometry	4	868	100
FSAA Geometry	4	869	100

FSAA Geometry	4	870	100
FSAA Geometry	4	871	100
FSAA Geometry	4	872	100
FSAA Geometry	4	873	100
FSAA Geometry	4	874	100
FSAA Geometry	4	875	100

FSAA Biology

FSAA EOC	Achievement Level	Scale Score	EOC Grade
FSAA Biology	1	725	85
FSAA Biology	1	726	85
FSAA Biology	1	727	85
FSAA Biology	1	728	85
FSAA Biology	1	729	85
FSAA Biology	1	730	85
FSAA Biology	1	731	85
FSAA Biology	1	732	85
FSAA Biology	1	733	85
FSAA Biology	1	734	85
FSAA Biology	1	735	85
FSAA Biology	1	736	85
FSAA Biology	1	737	85
FSAA Biology	1	738	85
FSAA Biology	1	739	85
FSAA Biology	1	740	85
FSAA Biology	1	741	85
FSAA Biology	1	742	85
FSAA Biology	1	743	85
FSAA Biology	1	744	85
FSAA Biology	1	745	85
FSAA Biology	1	746	85
FSAA Biology	1	747	85
FSAA Biology	1	748	85
FSAA Biology	1	749	85
FSAA Biology	1	750	85
FSAA Biology	1	751	85
FSAA Biology	1	752	85
FSAA Biology	1	753	85
FSAA Biology	1	754	85
FSAA Biology	1	755	85
FSAA Biology	1	756	85
FSAA Biology	1	757	85
FSAA Biology	1	758	85
FSAA Biology	1	759	85

FSAA Biology	1	760	85
FSAA Biology	1	761	85
FSAA Biology	1	762	85
FSAA Biology	1	763	85
FSAA Biology	1	764	85
FSAA Biology	1	765	85
FSAA Biology	1	766	85
FSAA Biology	1	767	85
FSAA Biology	1	768	85
FSAA Biology	1	769	85
FSAA Biology	1	770	85
FSAA Biology	1	771	85
FSAA Biology	1	772	85
FSAA Biology	2	773	90
FSAA Biology	2	774	90
FSAA Biology	2	775	90
FSAA Biology	2	776	90
FSAA Biology	2	777	90
FSAA Biology	2	778	90
FSAA Biology	2	779	90
FSAA Biology	2	780	90
FSAA Biology	2	781	90
FSAA Biology	2	782	90
FSAA Biology	2	783	90
FSAA Biology	2	784	90
FSAA Biology	2	785	90
FSAA Biology	2	786	90
FSAA Biology	2	787	90
FSAA Biology	2	788	90
FSAA Biology	2	789	90
FSAA Biology	2	790	90
FSAA Biology	2	791	90
FSAA Biology	2	792	90
FSAA Biology	2	793	90
FSAA Biology	2	794	90
FSAA Biology	3	795	95
FSAA Biology	3	796	95
FSAA Biology	3	797	95
FSAA Biology	3	798	95
FSAA Biology	3	799	95
FSAA Biology	3	800	95
FSAA Biology	3	801	95
FSAA Biology	3	802	95

FSAA Biology	3	803	95
FSAA Biology	3	804	95
FSAA Biology	3	805	95
FSAA Biology	3	806	95
FSAA Biology	3	807	95
FSAA Biology	3	808	95
FSAA Biology	3	809	95
FSAA Biology	3	810	95
FSAA Biology	3	811	95
FSAA Biology	3	812	95
FSAA Biology	3	813	95
FSAA Biology	3	814	95
FSAA Biology	3	815	95
FSAA Biology	3	816	95
FSAA Biology	3	817	95
FSAA Biology	3	818	95
FSAA Biology	3	819	95
FSAA Biology	3	820	95
FSAA Biology	3	821	95
FSAA Biology	3	822	95
FSAA Biology	4	823	100
FSAA Biology	4	824	100
FSAA Biology	4	825	100
FSAA Biology	4	826	100
FSAA Biology	4	827	100
FSAA Biology	4	828	100
FSAA Biology	4	829	100
FSAA Biology	4	830	100
FSAA Biology	4	831	100
FSAA Biology	4	832	100
FSAA Biology	4	833	100
FSAA Biology	4	834	100
FSAA Biology	4	835	100
FSAA Biology	4	836	100
FSAA Biology	4	837	100
FSAA Biology	4	838	100
FSAA Biology	4	839	100
FSAA Biology	4	840	100
FSAA Biology	4	841	100
FSAA Biology	4	842	100
FSAA Biology	4	843	100
FSAA Biology	4	844	100
FSAA Biology	4	845	100

FSAA Biology	4	846	100
FSAA Biology	4	847	100
FSAA Biology	4	848	100
FSAA Biology	4	849	100
FSAA Biology	4	850	100
FSAA Biology	4	851	100
FSAA Biology	4	852	100
FSAA Biology	4	853	100
FSAA Biology	4	854	100
FSAA Biology	4	855	100
FSAA Biology	4	856	100
FSAA Biology	4	857	100
FSAA Biology	4	858	100
FSAA Biology	4	859	100
FSAA Biology	4	860	100
FSAA Biology	4	861	100
FSAA Biology	4	862	100
FSAA Biology	4	863	100
FSAA Biology	4	864	100
FSAA Biology	4	865	100
FSAA Biology	4	866	100
FSAA Biology	4	867	100
FSAA Biology	4	868	100
FSAA Biology	4	869	100
FSAA Biology	4	870	100
FSAA Biology	4	871	100
FSAA Biology	4	872	100
FSAA Biology	4	873	100
FSAA Biology	4	874	100
FSAA Biology	4	875	100

FSAA Civics

FSAA EOC	Achievement Level	Scale Score	EOC Grade
FSAA Civics	1	725	85
FSAA Civics	1	726	85
FSAA Civics	1	727	85
FSAA Civics	1	728	85
FSAA Civics	1	729	85
FSAA Civics	1	730	85
FSAA Civics	1	731	85
FSAA Civics	1	732	85
FSAA Civics	1	733	85
FSAA Civics	1	734	85
FSAA Civics	1	735	85

FSAA Civics	1	736	85
FSAA Civics	1	737	85
FSAA Civics	1	738	85
FSAA Civics	1	739	85
FSAA Civics	1	740	85
FSAA Civics	1	741	85
FSAA Civics	1	742	85
FSAA Civics	1	743	85
FSAA Civics	1	744	85
FSAA Civics	1	745	85
FSAA Civics	1	746	85
FSAA Civics	1	747	85
FSAA Civics	1	748	85
FSAA Civics	1	749	85
FSAA Civics	1	750	85
FSAA Civics	1	751	85
FSAA Civics	1	752	85
FSAA Civics	1	753	85
FSAA Civics	1	754	85
FSAA Civics	1	755	85
FSAA Civics	1	756	85
FSAA Civics	1	757	85
FSAA Civics	1	758	85
FSAA Civics	1	759	85
FSAA Civics	1	760	85
FSAA Civics	1	761	85
FSAA Civics	1	762	85
FSAA Civics	1	763	85
FSAA Civics	1	764	85
FSAA Civics	1	765	85
FSAA Civics	1	766	85
FSAA Civics	1	767	85
FSAA Civics	1	768	85
FSAA Civics	1	769	85
FSAA Civics	1	770	85
FSAA Civics	1	771	85
FSAA Civics	1	772	85
FSAA Civics	2	773	90
FSAA Civics	2	774	90
FSAA Civics	2	775	90
FSAA Civics	2	776	90
FSAA Civics	2	777	90
FSAA Civics	2	778	90

FSAA Civics	2	779	90
FSAA Civics	2	780	90
FSAA Civics	2	781	90
FSAA Civics	2	782	90
FSAA Civics	2	783	90
FSAA Civics	2	784	90
FSAA Civics	2	785	90
FSAA Civics	2	786	90
FSAA Civics	2	787	90
FSAA Civics	2	788	90
FSAA Civics	2	789	90
FSAA Civics	2	790	90
FSAA Civics	2	791	90
FSAA Civics	2	792	90
FSAA Civics	2	793	90
FSAA Civics	2	794	90
FSAA Civics	2	795	90
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FSAA Civics	3	798	95
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FSAA Civics	3	801	95
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FSAA Civics	3	806	95
FSAA Civics	3	807	95
FSAA Civics	3	808	95
FSAA Civics	3	809	95
FSAA Civics	3	810	95
FSAA Civics	3	811	95
FSAA Civics	3	812	95
FSAA Civics	3	813	95
FSAA Civics	3	814	95
FSAA Civics	3	815	95
FSAA Civics	3	816	95
FSAA Civics	3	817	95
FSAA Civics	4	818	100
FSAA Civics	4	819	100
FSAA Civics	4	820	100
FSAA Civics	4	821	100

FSAA Civics	4	822	100
FSAA Civics	4	823	100
FSAA Civics	4	824	100
FSAA Civics	4	825	100
FSAA Civics	4	826	100
FSAA Civics	4	827	100
FSAA Civics	4	828	100
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FSAA Civics	4	830	100
FSAA Civics	4	831	100
FSAA Civics	4	832	100
FSAA Civics	4	833	100
FSAA Civics	4	834	100
FSAA Civics	4	835	100
FSAA Civics	4	836	100
FSAA Civics	4	837	100
FSAA Civics	4	838	100
FSAA Civics	4	839	100
FSAA Civics	4	840	100
FSAA Civics	4	841	100
FSAA Civics	4	842	100
FSAA Civics	4	843	100
FSAA Civics	4	844	100
FSAA Civics	4	845	100
FSAA Civics	4	846	100
FSAA Civics	4	847	100
FSAA Civics	4	848	100
FSAA Civics	4	849	100
FSAA Civics	4	850	100
FSAA Civics	4	851	100
FSAA Civics	4	852	100
FSAA Civics	4	853	100
FSAA Civics	4	854	100
FSAA Civics	4	855	100
FSAA Civics	4	856	100
FSAA Civics	4	857	100
FSAA Civics	4	858	100
FSAA Civics	4	859	100
FSAA Civics	4	860	100
FSAA Civics	4	861	100
FSAA Civics	4	862	100
FSAA Civics	4	863	100
FSAA Civics	4	864	100

FSAA Civics	4	865	100
FSAA Civics	4	866	100
FSAA Civics	4	867	100
FSAA Civics	4	868	100
FSAA Civics	4	869	100
FSAA Civics	4	870	100
FSAA Civics	4	871	100
FSAA Civics	4	872	100
FSAA Civics	4	873	100
FSAA Civics	4	874	100
FSAA Civics	4	875	100

FSAA US History

FSAA EOC	Achievement Level	Scale Score	EOC Grade
FSAA US History	1	725	85
FSAA US History	1	726	85
FSAA US History	1	727	85
FSAA US History	1	728	85
FSAA US History	1	729	85
FSAA US History	1	730	85
FSAA US History	1	731	85
FSAA US History	1	732	85
FSAA US History	1	733	85
FSAA US History	1	734	85
FSAA US History	1	735	85
FSAA US History	1	736	85
FSAA US History	1	737	85
FSAA US History	1	738	85
FSAA US History	1	739	85
FSAA US History	1	740	85
FSAA US History	1	741	85
FSAA US History	1	742	85
FSAA US History	1	743	85
FSAA US History	1	744	85
FSAA US History	1	745	85
FSAA US History	1	746	85
FSAA US History	1	747	85
FSAA US History	1	748	85
FSAA US History	1	749	85
FSAA US History	1	750	85
FSAA US History	1	751	85
FSAA US History	1	752	85
FSAA US History	1	753	85
FSAA US History	1	754	85

FSAA US History	1	755	85
FSAA US History	1	756	85
FSAA US History	1	757	85
FSAA US History	1	758	85
FSAA US History	1	759	85
FSAA US History	1	760	85
FSAA US History	1	761	85
FSAA US History	1	762	85
FSAA US History	1	763	85
FSAA US History	1	764	85
FSAA US History	1	765	85
FSAA US History	1	766	85
FSAA US History	1	767	85
FSAA US History	1	768	85
FSAA US History	1	769	85
FSAA US History	1	770	85
FSAA US History	1	771	85
FSAA US History	1	772	85
FSAA US History	1	773	85
FSAA US History	1	774	85
FSAA US History	1	775	85
FSAA US History	1	776	85
FSAA US History	1	777	85
FSAA US History	2	778	90
FSAA US History	2	779	90
FSAA US History	2	780	90
FSAA US History	2	781	90
FSAA US History	2	782	90
FSAA US History	2	783	90
FSAA US History	2	784	90
FSAA US History	2	785	90
FSAA US History	2	786	90
FSAA US History	2	787	90
FSAA US History	2	788	90
FSAA US History	2	789	90
FSAA US History	2	790	90
FSAA US History	2	791	90
FSAA US History	3	792	95
FSAA US History	3	793	95
FSAA US History	3	794	95
FSAA US History	3	795	95
FSAA US History	3	796	95
FSAA US History	3	797	95

FSAA US History	3	798	95
FSAA US History	3	799	95
FSAA US History	3	800	95
FSAA US History	3	801	95
FSAA US History	3	802	95
FSAA US History	3	803	95
FSAA US History	3	804	95
FSAA US History	3	805	95
FSAA US History	3	806	95
FSAA US History	3	807	95
FSAA US History	3	808	95
FSAA US History	3	809	95
FSAA US History	3	810	95
FSAA US History	3	811	95
FSAA US History	3	812	95
FSAA US History	3	813	95
FSAA US History	3	814	95
FSAA US History	3	815	95
FSAA US History	3	816	95
FSAA US History	3	817	95
FSAA US History	4	818	100
FSAA US History	4	819	100
FSAA US History	4	820	100
FSAA US History	4	821	100
FSAA US History	4	822	100
FSAA US History	4	823	100
FSAA US History	4	824	100
FSAA US History	4	825	100
FSAA US History	4	826	100
FSAA US History	4	827	100
FSAA US History	4	828	100
FSAA US History	4	829	100
FSAA US History	4	830	100
FSAA US History	4	831	100
FSAA US History	4	832	100
FSAA US History	4	833	100
FSAA US History	4	834	100
FSAA US History	4	835	100
FSAA US History	4	836	100
FSAA US History	4	837	100
FSAA US History	4	838	100
FSAA US History	4	839	100
FSAA US History	4	840	100

FSAA US History	4	841	100
FSAA US History	4	842	100
FSAA US History	4	843	100
FSAA US History	4	844	100
FSAA US History	4	845	100
FSAA US History	4	846	100
FSAA US History	4	847	100
FSAA US History	4	848	100
FSAA US History	4	849	100
FSAA US History	4	850	100
FSAA US History	4	851	100
FSAA US History	4	852	100
FSAA US History	4	853	100
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FSAA US History	4	855	100
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FSAA US History	4	863	100
FSAA US History	4	864	100
FSAA US History	4	865	100
FSAA US History	4	866	100
FSAA US History	4	867	100
FSAA US History	4	868	100
FSAA US History	4	869	100
FSAA US History	4	870	100
FSAA US History	4	871	100
FSAA US History	4	872	100
FSAA US History	4	873	100
FSAA US History	4	874	100
FSAA US History	4	875	100

- (b) The end-of-course assessment results may be waived for the purpose of determining course grade and credit for a student with a disability in accordance with district ESE procedures if the IEP team determines that the assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations.
- (c) Computation of the high school graduation GPA requirement shall be based on all courses taken except those forgiven through the grade forgiveness policy. The unweighted grading scale values will be used in the

calculation of the cumulative minimum GPA for graduation required by Florida Statute. The unweighted grading scale values will be used in the calculation of the minimum GPA required for participation in extracurricular activities.

(d) A weighted grade scale will be used to compute a grade point average when determining rank in class [s. 1003.437, F.S.](#)

(i) Weighted value for the following courses will apply to the scale below. Any course designated by the State Course Code Directory as a level 3 course will receive the Honors weight. (This does not include courses with the Level 3 in the course name, but still designated as a level 2 by the State). Grade values for the weighted scale are as follows:

<u>Grade</u>	<u>Weighted Value</u>
A	5
B	4
C	3
D	1
F	0

(ii) Courses higher than honors level: Advanced Placement, International Baccalaureate, Advanced International Certificate of Education and college or career dual enrollment courses will be weighted according to the scale below. (For students entering Grade 9 in the 2006-07 school year, dual enrollment courses via postsecondary, career certificate programs will be given the same weight as the courses described in this paragraph. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.) [s. 1007.271\(16\), F.S.](#)

<u>Grade</u>	<u>Weighted Value</u>
A	6
B	5
C	4
D	1
F	0

(e) Grades transferred into the district shall be weighted according to Orange County Public Schools policy for GPA calculation.

(f) The GPA calculation for the Florida Bright Futures Program shall be based upon the statewide Florida Bright Futures Scholarship Program Weighting System established by the Florida Department of Education. [s. 1009.531\(4\), F.S.](#)

(21) Graduation/Promotion Exercises

- (a) Graduation from our public schools implies that students have satisfactorily completed the prescribed courses of study in accordance with their respective abilities to achieve; and that they have satisfactorily passed any examinations and other requirements.
- (b) The staff will arrange for appropriate awards and recognition programs and graduation exercises at appropriate times during the year.
- (c) All graduation and promotion exercises shall be limited to the 12th grade. Special dress shall not be required for participation in special or awards assemblies. A student who does not meet the requirements for graduation and does not qualify for a diploma or Certificate of Completion shall not participate in graduation ceremonies.
 - i. No school shall prohibit a student from wearing an official dress uniform from any military or naval branch of the United States pursuant to [s. 1001.43, F. S](#)

(22) Early High School Graduation

- (a) A high school student must be allowed the option of early graduation if the student has completed the requirements for a standard diploma. Such students are not required to complete any additional district mandated graduation requirements.
- (b) 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 rules and policies regarding access to the school facilities and grounds during normal operating hours.
- (c) If eligible for a Florida Bright Futures Scholarship Program award under [s. 1009.53, F.S.](#) through [s. 1009.538, F.S.](#) a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.
- (d) A student who graduates from high school midyear must apply no later than August 31 of the student's graduation year in order to be evaluated for and, if eligible, receive an award for the current academic year as specified in [s. 1009.531, F.S.](#) In addition, a student who receives an initial award during the spring term shall be evaluated for scholarship renewal after the completion of a full academic year, which begins with the fall term as outlined in [s. 1009.532\(4\), F.S.](#)

(23) General Graduation Requirements

- (a) Beginning with the 2007-08 school year, students entering their first year of high school must earn a minimum of twenty-four (24) high school credits or complete an International Baccalaureate curriculum or the Advanced International Certificate of Education curriculum for graduation. In order to graduate, students must attain a cumulative 2.0 grade point average. Standards for graduation include earning a passing score on the grade 10 statewide, standardized assessment in ELA or earning a concordant score on the ACT or SAT (for students who entered ninth grade 2009-10 school-year and beyond) as defined in the Florida Statutes and designated by the Florida Department of Education. Students must also complete all other applicable requirements prescribed by the district as specified in [s. 1008.25, F.S.](#)
- (b) Students who earn the required credits, attain the required GPA, and demonstrate mastery of the state academic standards as determined by the Florida Department of Education will receive a diploma. Students must earn a passing score on the grade 10 statewide, standardized assessment in ELA, a concordant score on the ACT or SAT, or receive a waiver of results as a student with a disability in accordance with [s. 1008.22\(3\)\(c\)2., F.S.](#), as designated by the Florida Department of Education. Students must earn a passing score on the Algebra I EOC or earn a comparative score, or receive a waiver of results as a student with a disability in accordance with [s. 1008.22\(3\)\(c\)2., F.S.](#), as designated by the Florida Department of Education.
- (c) Students may elect to pursue a Career and Technical Education (CTE) Graduation Pathway (CTE) Option beginning in the 2019-2020 school year in accordance with s. 1003.4282. Students will have opportunities for career education courses, industry certifications, and apprenticeship programs that will provide opportunities for students to learn trades, occupations, and professions suited to their abilities that will satisfy graduation requirements.
- (d) A student who has met state and school district credit requirements for graduation but has not passed the required statewide, standardized assessments specified in the [Graduation Requirements for Florida's Statewide Assessments document](#) or achieved the required GPA is eligible for a certificate of completion or a special certificate of completion. Such a student may also attend summer school, adult high school, and/or may remain in high school for up to one additional year on a full or part-time basis and receive instruction to remedy deficiencies to meet all graduation requirements and receive a standard high school diploma. The diploma will be awarded whenever the requirements are completed. A student with a disability is eligible to continue working toward a standard high school diploma until the end of the semester in which they turn twenty-two (22).
- (e) The district shall provide each student in Grades 6-9 and their parents/guardians with information concerning the three-year and four-year high school graduation options listed in [s. 1003.4282, F.S.](#), including the

respective curriculum requirements for those options, so that the students and their parents/guardians may select the program that best fits their needs. Students and parents/guardians must also be made aware of the acceleration options (ACCEL) which provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12 who qualify. These options include whole-grade and mid-year promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects. The information shall include a timeframe for achieving each graduation option. This information may be provided in writing or in a group meeting. [s. 1003.4282, F.S.](#)

- (f) The district provides policies and procedures to assist students in meeting the graduation requirements. These include forgiveness policies, summer school, before or after school attendance, special counseling, volunteer or peer tutors, school-sponsored help sessions, and study skills classes.
- (g) A student who previously has been awarded a certificate of completion in lieu of a standard high school diploma may be awarded a standard high school diploma upon retaking and passing the statewide, standardized assessment or earning a concordant or comparative score as specified in [Rule 6A-1.09422](#), Florida Administrative Code (F.A.C.).”
- (h) For students who meet all graduation requirements except for the required cumulative grade point average, special assistance may be given to obtain a high school equivalency diploma pursuant to [s. 1003.435, F. S.](#)
- (i) The superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions. [s. 1003.433\(4\), F.S.](#)

(24) Graduation Plans: Students Entering Grade Nine (9)

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
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (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 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

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

- 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

- 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** credit may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

- 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 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

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

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

Scholar Diploma Designation

In addition to the requirements of section (s.) [1003.4282](#), Florida Statutes (F.S.), a student must satisfy 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, AICE 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, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE 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 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 and 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](#)

(25) Course Notations

- (a) Requirements for the receipt of a standard high school diploma include one credit in United States History and one-half credit in United States Government. Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(5). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(5).

Associated Course Codes Include:

2106310 –United States Government
2106320 –United States Government Honors 2106420 –Advanced Placement United States Government and Politics
2106800 –Florida’s Pre-International Baccalaureate United States Government

- (b) The twenty-four (24) credits for a standard high school diploma may be earned through applied; integrated and career education courses, including work related internships, approved by the FDOE and identified in the Course Code Directory (CCD). A student can also earn a standard high school diploma by successfully completing an IB curriculum or an Advanced International Certificate of Education curriculum. An Equivalent course is one (1) or more courses identified by the FDOE CCD. An integrated course includes content from several courses within a content area or across content areas. It shall be distributed as follows:
- (c) One (1) credit in physical education (Health Opportunities through Physical Education (HOPE-Core)) is required and is to include the integration of health and completion of cardiopulmonary resuscitation (CPR) instruction as outlined in below. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. The one credit in physical education does not have to be taken during the ninth grade year. Completion of two (2) years in a Reserve Officer Training Corps (ROTC) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education (HOPE-Core) and the one-credit requirement in performing arts.

Beginning 2021-22 school year, school districts are required to provide basic training in first aid, including cardiopulmonary resuscitation, for all students in grade 9 and grade 11. Instruction in the use of cardiopulmonary resuscitation must be based on a one-hour, nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines. The

instruction must allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation and use an automated external defibrillator when a school district has the equipment necessary to perform the instruction. Private and public partnerships for providing training or necessary funding are encouraged [s. 1003.453, F.S.](#)

- (d) The district is responsible for adopting a written physical education policy that details the district's physical education program, the expected program outcomes, the benefits of physical education, and the availability of one-on-one counseling concerning the benefits of physical education.
- (e) Upon completion of the Junior ROTC (JROTC) program (i.e. Army, Navy, Marine, or Air Force), students may substitute on a curriculum equivalency basis one (1) credit to satisfy the Practical Arts and HOPE graduation requirements.
- (f) Upon completion of a FDOE registered apprenticeship or pre-apprenticeship program students may satisfy the credit requirements for graduation for fine or performing arts, speech and debate, practical arts, or electives.
- (g) Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.
- (h) ONLINE COURSE REQUIREMENT. –At least one (1) course within the twenty-four (24) credits required under this section must be completed through online learning [s. 1003.4282, F.S.](#)
 - (i) An online course taken in grades 6- 8 fulfills the requirements of this subsection. The requirement is met through an online course offered by Florida Virtual School (FLVS), a virtual education provider approved by the State Board of Education, a high school, or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under [s. 1002.45, F.S.](#), meets the requirement.
 - (i) A district school board or a charter school governing board, as applicable, may offer students the following options to satisfy the online course requirements of this subsection:
 - (i) Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List pursuant to [s. 1008.44, F.S.](#), or passage of the information technology certification examination without enrollment in or completion of the corresponding course or courses, as applicable.
 - (ii) Passage of an online content assessment, without enrollment in or completion of the corresponding course or courses, as applicable,

by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes.

- (j) Efforts must be made to support students with disabilities in meeting the online graduation requirement. If the IEP team determines at the student's annual review that a student is unable to complete an online course or other option to fulfill this graduation requirement, or that a student does not have sufficient time in order to become proficient in these tools to successfully participate and progress in an online course or other option to fulfill this graduation requirement for the coming school year, the IEP team may recommend an exemption to the requirement in accordance with [s. 1003.4282\(2\)\(c\), F.S.](#) For each year in which this determination is made, the IEP team must identify and document goals, supports, services, and accessible instructional materials (AIMs) in the IEP for the purpose of assisting the student to become proficient in the use of the technologies needed for future participation in an online course or other option to fulfill this graduation requirement, and must reconsider the student's ability to participate in an online course or other option to fulfill this graduation requirement at the next IEP review.
- (k) This does not apply to students in the International Baccalaureate program or Advanced International Certificate of Education program.
- (l) This requirement does not apply to an out-of-state transfer student who is enrolled in a Florida high school and has one (1) academic year or less remaining in high school.

(26) High School Credit

- (a) One (1) full credit is defined as a minimum of 135 hours of instruction in a course that contains student performance standards. (In a school that has been authorized to implement block scheduling, one full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.) One-half credit is defined to be one half the requirement for a full credit. [s. 1003.436\(1\), F.S.](#) In order to be in attendance for 135 hours, the student can have no more than ten (10) unexcused absences in a semester or twenty (20) unexcused absences in a school year.
- (b) A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and state academic standards. This clarification includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling, or course modifications that combine courses. Credits may be awarded to students if they are not enrolled in course but passed statewide standardized assessments or Credit by Acceleration Program (CAP) [s. 1003.436, F.S.](#) In addition to earning the required twenty-four (24) credits a student must participate in and pass any statewide, standardized assessment required for a standard high school diploma or earn identified

concordant scores or comparative scores as applicable on approved alternative assessments.

- (c) The district maintains a one-half credit earned system that includes courses provided on a full-year basis. One-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. A full credit shall be awarded if the student successfully completes either the first or the second half of a full-year course but fails to successfully compete the other half of the course and the averaging of the grades in each half would result in a passing grade. The student must successfully meet additional district requirements such as class attendance, homework, participation and other performance indicators. [s. 1003.436\(2\), F.S.](#)
- (d) Excused absences as determined by the district and as carried out by the secondary school principals shall be based upon the criteria for determining excused absences as provided in [s. 1003.21, F.S.](#), absence for religious instruction or a religious holiday, and [s. 1003.24, F.S.](#), absence due to sickness, injury or other insurmountable condition, and absence due to participation in an academic class or program. Missed work shall be made up for all excused absences.
- (e) Excused absences, field trips, and suspension days cannot be counted against a student for purposes of credit hours. Students are allowed to make up their work during excused absences, so these are counted as hours in attendance. [s. 1001.41, F.S.](#), [s. 1003.21, F.S.](#), [s.1003.24, F.S.](#), [s. 1003.436, F.S.](#)
- (f) Schools shall not exempt students from academic performance requirements, such as common final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. [s. 1003.33\(2\), F.S.](#)
- (g) A student may be counted as being in school if (i) he/she is attending an academic instructional activity away from the school site; (ii) the academic instructional activity is directly related to the instructional outcomes of one or more of the classes missed; and (iii) all classwork and homework are made up for any classes missed.
- (h) Such activities as guidance and counseling, psychological assessment, speech, vision, hearing therapy, and other such student related services are part of the academic instructional program. In instances where there is a question regarding whether the activity is directly related to instructional outcomes, the decision will be referred to the appropriate area superintendent or designee.
- (i) A student may earn elective credit towards high school graduation through participation in a career dual-enrollment program at the district's Orange Technical College.

- (j) For the purpose of earning high school credit or for Florida Bright Futures award requirements, a student below grade 9 may be classified as a high school student for the period the student is enrolled in a course designated as grades 9-12.

(27) Courses Excluded from Credit Awarding

- (a) No student may be granted credit toward high school graduation for enrollment in the following:
 - (i) more than a total of nine (9) elective credits in remedial programs; or
 - (ii) more than one (1) credit in exploratory vocational courses
- (b) A student with a disability who began ninth grade in the 2012-13 school year or prior may maintain any credit previously earned for a Level 1 course towards a standard diploma.

(28) Grade Forgiveness

- (a) The high school graduation GPA requirement shall be based on all courses taken unless the grade has been forgiven by retaking the course. The forgiveness of required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher by retaking the same or comparable course or another course. Any course grade not replaced according to this forgiveness policy must be included in the calculation of the cumulative grade point average required for graduation. Note: The grade forgiveness limitation does not apply to grades earned in high school courses taken below grade nine. In this case, grades earned of “C”, “D”, or “F” may be re-taken for forgiveness. [s. 1003.4282\(6\), F.S.](#)
- (b) [Rule 6A-1.0955\(3\)\(g\), F.A.C.](#) requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student’s transcript. The authority for the district to adopt a forgiveness policy does not provide the authority to alter a student’s record by deleting the forgiven course and/or grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements. The district does not have the authority to purge that student’s record to delete the first grade. All forgiven courses and grades must be included on a student’s transcript as an accurate reflection of the student’s record of achievement.

(29) Diploma and Certificate of Completion Types

(a) Standard Diploma

- (i) Successful completion of the required credits as specified in [s. 1003.4282, F.S.](#) and [s. 1003.4282\(11\), F.S.](#) (Alternative Pathways to Standard Diploma for Students with Disabilities). Refer to the section entitled Exceptional Student Education 9-12 later in this document for further details.
- (ii) Achieve a minimum 2.0 unweighted cumulative GPA.
- (iii) Earn a passing score on the required statewide, standardized assessments and EOC assessments or earning a concordant score/comparative on the SAT or ACT as defined in [s. 1008.22, F.S.](#) Students with disabilities must earn a passing score on required general education state-wide assessments or alternate assessment (if eligible) and end-of-course assessments, unless eligible for a waiver of assessment results in accordance with [s. 1008.22, F.S.](#)

(b) International Baccalaureate (IB) Diploma

- (i) Given by the International Baccalaureate Organization to students who meet the requirements of the IB program.
- (ii) This is awarded during the summer after graduation and is in addition to the OCPS diploma.

(c) Cambridge (Advanced International Certificate of Education - AICE) Diploma

- (i) Given by Cambridge to students who meet the requirements of the AICE program.
- (ii) This is awarded during the summer after graduation and is in addition to the OCPS diploma.

(d) Special Diploma (Students entering 9th grade 2013-14 and prior)

Students with disabilities who entered the ninth grade in 2013-14, and prior, and whose IEP noted that they were working toward a special diploma on the day the bill was signed into law (June 20, 2014), may receive a special diploma, as provided by [s. 1003.438, F.S.](#) Refer to the section titled Exceptional Student Education (9-12) later in this document for further details.

(e) Certificate of Completion

A student who earns the required twenty-four (24) credits, or the required eighteen (18) credits under [s. 1002.3105\(5\), F.S.](#) but fails to pass the

assessments required under [s. 1008.22\(3\), F.S.](#) or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the Florida Department of Education. However, a student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time student or a part-time student for up to one (1) additional year and receive special instruction designed to remedy his or her identified deficiencies. [s. 1003.4282, F.S.](#)

(f) Special Certificate of Completion (for student with disabilities)

A student with a disability who meets all special requirements, but is unable to meet the appropriate minimum requirements (fails to have earned a minimum 2.0 cumulative GPA), must be awarded a special certificate of completion. A student with a disability is eligible to continue working toward a standard high school diploma until the end of the semester in which they turn 22.

(30) Standard High School Diploma Designations

(a) Scholar's Designation

In addition to the requirements of [s. 1003.4282, F.S.](#) as applicable, in order to earn the Scholar designation, a student must satisfy the following requirements [s. 1003.4285, F.S.](#):

- (i) Mathematics — Earn one credit in Algebra II and one credit in statistics or an equally rigorous course. Beginning with students entering grade 9 in the 2014-15 school year, pass the Geometry statewide, standardized assessment.
- (ii) Science — Pass the statewide, standardized Biology I end-of-course assessment and earn one (1) credit in chemistry or physics and one (1) credit in a course equally rigorous to chemistry or physics. A student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to [s. 1007.27\(2\), F.S.](#) meets the requirement of this subparagraph without having to take the statewide, standardized Biology I EOC assessment.
- (iii) Social studies—Pass the statewide, standardized United States History end-of-course assessment. A student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to [s. 1007.27\(2\), F.S.](#) meets the requirement of this subparagraph without having to take the statewide, standardized United States History EOC assessment.

- (iv) Foreign language—Earn two (2) credits in the same foreign language.
 - (v) Electives—Earn at least one (1) credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course. [s. 1003.4285, F.S.](#)
- (b) Merit Designation
 - (i) In order to earn the Merit designation, a student must attain one or more industry certifications from the list established under [s. 1003.492, F.S.](#)
 - (c) Parents/guardians and students shall be provided information about diploma designations through an online education and career planning tool, which allows students to monitor their progress toward the attainment of each designation.

(31) Florida Bright Futures Scholarship Program

- (a) The appropriate scholarship shall be awarded by the Commissioner of Education to any graduate who has completed the initial eligibility requirements as specified in [s. 1009.531, F.S.](#) A course designated in the Course Code Directory as grade 9 through 12 which is taken below the ninth grade, may be used to satisfy Florida Bright Futures Scholarship Program requirements. A student who graduates from high school midyear to receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, as long as the student applies for the scholarship award no later than August 31 of the student's graduation year. Note: Students may not dually enroll if they will graduate prior to the end of the postsecondary course, but students may pay the postsecondary tuition and fees for this enrollment. [s. 1007.271, F.S.](#)
- (b) The district shall annually provide a complete and accurate Florida Bright Futures Scholarship Evaluation Report and Key. The report shall be disseminated at the beginning of each school year. The report must include all high school coursework attempted, the number of credits earned toward each type of award, and the calculation of the grade point average for each award. The report must also identify all requirements not met per award, including the grade point average requirement, as well as identify the award for which the student has met the academic requirements.
- (c) Student report cards must contain a disclosure that the grade point average calculated for purposes of the Florida Bright Futures Scholarship Program may differ from the grade point average on the report card. [s. 1009.531\(4\), F.S.](#)

Volunteer Service Hours are required for eligibility purposes when applying for Florida Bright Futures and other scholarship programs. These must be

completed and submitted to the school prior to graduation date of the student. The student must complete a program of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, paid work, as approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, which must include 100 hours of volunteer service or paid work s. 1009.534, F.S.

More information can be found at the following link:

<http://www.floridastudentfinancialaid.org/SSFAD/PDF/BFHandbookChapter1.pdf>

(32) Graduation Requirements for Transfer Students

- (a) Transfer students will be expected to meet graduation credit requirements of Orange County Public Schools. If such credit requirements are judged to be impossible to meet time wise because of late transfer to Orange County, requirements of the district shall not be retroactive. Such students however, will be expected to meet the planned program requirements of the school system from which they transfer as specified in [Rule 6A-1.09941, F.A.C.](#) All transfer students must meet Florida Department of Education requirements in the minimum performance standards on statewide, standardized assessments or they will receive a Certificate of Completion. Students may continue in school for one additional year to receive a diploma if they do not choose to accept a Certificate of Completion. A transfer student who enters school at grade 12 from out-of-state or a foreign country and who is a dependent of a member of the United States Armed Forces may provide proof of attaining a satisfactory score on an approved alternative assessment that is concordant to a passing score on the grade 10 statewide, standardized assessment in ELA and Algebra 1 EOC to satisfy the assessment requirement of a standard high school diploma. (Important Note: For transfer procedures for students of military families refer to Military Compact on pages 1-3.) Rule [6A-1.0955\(3\)\(g\), F.A.C.](#)
- (b) Students who enter a Florida public school at the end of the 11th or 12th grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 statewide, standardized assessment in ELA; and after 2011-12 the Algebra 1 EOC assessment, required in [s. 1008.22\(3\), F.S.](#), or other assessment as described in [s. 1008.22\(10\), F.S.](#) and [s. 1003.433\(1\), F.S.](#)
- (c) Transfer students who have met all requirements for the standard high school diploma except for passage of the Grade 10 statewide, standardized

assessment in ELA or other assessment by the end of Grade 12 must be provided the following learning opportunities:

- (i) Participation in an accelerated high school equivalency diploma preparation program during the summer.
- (ii) Upon receipt of a certificate of completion, be allowed to take the Postsecondary Education Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate. (*Explanatory Note:* The certificate of completion they may receive is a PERT Eligible Certificate of Completion. It must be reported by districts in Survey 5 using Withdrawal Code W8A. In addition, to assist community colleges in identifying these students during the admissions process, the certificate itself must bear the designation of "PERT eligible.")
- (iii) Participation in an adult general education program as provided in [s. 1004.93, F.S.](#), for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment as defined in [s. 1003.4282, F.S. or s. 1008.22, F.S.](#) an unlimited number of times in order to receive a standard high school diploma.
- (d) Transfer students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 statewide, standardized assessment in ELA or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the statewide, standardized assessment or alternate assessment and receive a standard high school diploma upon passage of the Grade 10 statewide, standardized assessment in ELA or other assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act. [s. 1003.433\(3\), F.S.](#)

(33) Articulated Acceleration and Alternative Graduation Requirements

- (a) Articulated acceleration is available to students to shorten the time necessary to complete high school diploma requirements and a postsecondary degree. This accelerated opportunity broadens the scope of curricular options and increases the depth of study for an available subject. Credit earned through an accredited online provider can provide opportunity for early graduation and acceleration. Home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination. [s. 1007.27\(1\), F.S.](#) and [s. 1007.27\(4\), F.S.](#)

(34) Advanced Placement

- (a) Enrollment in Advanced Placement (AP) administered by the College Board is available to high school students. A passing grade in the course will be accepted for a high school credit. A qualifying score on the AP exam determined by the postsecondary institution can earn the student college credit. Students shall be exempt from payment of any fees regardless of whether or not the student achieves a passing score on the examination. [s. 1007.27, F.S.](#)

(35) Dual Enrollment and Articulation Agreement; Career Dual Enrollment

- (a) Dual enrollment as an educational option and mechanism for acceleration is available for secondary school or home education students. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. Students and their parents/guardians work directly with their OCPS high school guidance department to determine eligibility for dual enrollment and options for participation on the high school campus or on a college campus. Participation requires approval signatures of the high school counselor and the parent/guardian. An eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with [s. 1003.42\(2\), F.S.](#), and conducts a secondary curriculum pursuant to [s. 1003.42, F.S.](#) General requirements for high school graduation, [s. 1007.271\(1\), F.S.](#) and [s. 1007.271\(5\), F.S.](#) Transportation is not provided by the district and is the responsibility of the parent/guardian/student.
- (b) Articulation agreements between OCPS and post-secondary institutions are established according to the Florida Statutes. Each dual enrollment student will be responsible to follow specific guidelines and policies of each post-secondary institution.
- (c) Career Dual Enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications through courses that count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course. Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certification. Participation in the career early admission program is limited to students who have completed a minimum of four (4) semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. [s. 1007.271\(11\), F.S.](#)

(36) International Baccalaureate Diploma Programme

- (a) The International Baccalaureate (IB) Diploma Programme is the curriculum whereby students are enrolled in a program of studies offered through the

International Baccalaureate Program administered by the International Baccalaureate Office.

- (b) Students who earn the IB Diploma and students who complete the International Baccalaureate curriculum but fail to earn the International Baccalaureate Diploma may qualify for the Florida Bright Futures Scholarship Program if they achieve the test score as prescribed in the initial eligibility requirements as specified in [s.1009.531, F.S.](#) and [s. 1009.534, F.S.](#)
- (c) The Florida Department of Education has defined rules that specify the cutoff scores and the IB Diploma Programme examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination. Students shall be awarded a maximum of 30 semester credit hours. [s. 1007.27\(7\), F.S.](#)
- (d) A student participating in an IB Diploma Programme curriculum who completes the requirements of the scholar and/or merit diploma designation is eligible for the designation(s).

(37) Cambridge Advanced Program

- (a) Where the Cambridge program is offered, secondary students may be enrolled in the Cambridge Advanced program leading to the Advanced International Certificate of Education (AICE) Diploma. Additionally, in order to prepare students for the Cambridge Advanced program, students may engage in Cambridge Upper Secondary courses, otherwise known as the International General Certificate of Secondary Education Program (IGCSE/pre-AICE). These programs shall be the curricula offered through the AICE program or the International General Certificate of Secondary Education program (pre-AICE) administered by the University of Cambridge Local Examinations Syndicate.
- (b) Students who earn the Cambridge AICE diploma, and students who complete the Cambridge Advanced curriculum but fail to earn the AICE Diploma may qualify for the Florida Bright Futures Scholarship Program if they achieve the test score as prescribed in the initial eligibility requirements as specified in [s.1009.531, F.S.](#) and [s. 1009.534, F.S.](#)
- (c) The Florida Department of Education has defined rules that specify the cutoff scores and the Cambridge AICE Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination. Students shall be awarded a maximum of 30 semester credit hours. [s. 1007.27\(8\), F.S.](#)

- (d) A student participating in a Cambridge Advanced curriculum program who completes the requirements of the Scholar and/or Merit diploma designation is eligible for the designation(s).

(38) Credit by Examination (CLEP) for College Credit

Credit by Examination shall be the program through which postsecondary credit is earned by a secondary school or home education student based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. Minimum scores required for an award of credit are stated by the Florida Department of Education in the statewide articulation agreement. [s. 1007.27\(6\), F.S.](#)

(39) Early College Admissions

- (a) Early admission is a form of dual enrollment through which eligible secondary school or home education students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree in accordance with the provisions of an articulation agreement between the school district and the postsecondary institution. [s. 1007.27, F.S.](#) The following conditions apply:

- (i) The student must be accepted by an accredited college after completion of at least the 10th grade with an unweighted 3.0 cumulative grade point average or above in the core academic courses.
- (ii) The student must enroll in college on a full-time basis and earn sufficient college credit to fulfill remaining high school graduation requirements. The Florida Department of Education shall determine the number of postsecondary credit hours earned through dual enrollment in satisfaction of the requirements of the district's inter-institutional articulation agreement and that equal one full credit of the equivalent high school course as identified in [s. 1007.271, F.S.](#)

- (b) Students enrolled are exempt from the payment of registration, matriculation and lab fees. [s. 1007.27, F.S.](#)
- (c) The student may be awarded a diploma at graduation based on the completion of all high school graduation requirements, including the required assessments.

(40) Acceleration Courses

- (a) Each high school shall advise each student of programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education Program, dual enrollment, and early admission courses, career academy courses, and courses that lead to industry certification, as

well as the availability of ACCEL options and course offerings through virtual instruction.

- (b) Beginning with the 2011-12 school year, each high school shall offer an International Baccalaureate Program, an Advanced International Certificate of Education Program, or a combination of at least four courses in dual enrollment or Advanced Placement, including one course each in English, mathematics, science, and social studies. To meet this requirement, school districts may provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit, as determined by the Florida Department of Education, and for which a standardized end-of-course assessment, as approved by the department, is administered.
 - (c) The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains specified scores on the assessment. Notwithstanding [s. 1003.436, F.S.](#), a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized end-of-course assessment. The district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment, [s. 1003.4295, F.S.](#), according to the following process:
 - (i) Student is not enrolled in course: If student wants to receive credit by taking the end-of-course assessment exam and not taking the course, testing will be done at the April/May administration of the test. The passing score will be known prior to start of school for accurate scheduling of student. If this timeline is missed, student would be enrolled in course (if eligible) to ensure access to the course and credit. A parent/guardian must submit an acceleration request form by January 7 for the April/May end-of-course assessment window. A parent/guardian must submit an acceleration request form by the last day of school for the Summer EOC assessment window.
 - (ii) Student is enrolled in course: If a student is enrolled in a course and wants to “CAP” the course by taking the end-of-course assessment, testing will be done at the first scheduled test administration in the first semester only. Students will remain in course until a passing score is determined. Class change will occur at end of grading period. A parent/guardian must submit an acceleration request form by September 15 for the December assessment window.
- (41) Academically Challenging Curriculum to Enhance Learning (ACCEL) Options [s. 1002.3105, F.S.](#)
- (a) Academically Challenging Curriculum to Enhance Learning (ACCEL) Options are educational options that provide academically challenging

curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. The following ACCEL options are offered:

- (i) During year promotion; 18-Credit Graduation Plan (See Graduation Plans);
 - (ii) Subject-matter acceleration;
 - (iii) Virtual instruction in higher grade level subjects;
 - (iv) Credit Acceleration Program under [s.1003.4295, F.S.](#);
 - (v) Rigorous industry certification that are articulated to college credit;
 - (vi) Work-related internships or apprenticeships
- (b) Additional ACCEL options may include, but are not limited to, the following strategies. These are possible strategies that may be applied but are not required components of implementation: enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum. Per FDOE technical guidance the following explanation is provided. *Special note: Curriculum compacting is a process whereby a student is given a pre-assessment giving the teacher information about what content the student has already mastered. The student would then not be required to complete mastered content, but work on alternate or enrichment activities instead. In 'telescoped' curriculum, material is not necessarily 'skipped' but students move more quickly through all material thereby eliminating repetition and considerably increasing the pace of instruction to meet the needs of high potential students.*

(42) Parent/Guardian Notification

- (a) Each principal must inform and advise parents/guardians and students of the ACCEL options available at the school as well as options that may result in the student attending a different school and the student eligibility requirements for ACCEL options established pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#) This information will include the process by which a parent/guardian may request student participation in midyear promotion or subject-matter acceleration that may be available at the student's school or would result in a student attending a different school, pursuant to [s. 1002.3105\(4\)\(b\)2, F.S.](#)
- (b) The district must advise parents/guardians and students to contact the principal at the student's school for information related to:
 - (i) student eligibility requirements for midyear promotion or subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level

subjects; and any other ACCEL options offered by the principal, pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#) and

- (ii) the process by which a parent/guardian may request student participation in these acceleration options.

(43) Eligibility and Procedural Requirements: Principal Determined and District Determined

- (a) When promotion or acceleration occurs within the principal's school, each principal must establish student eligibility requirements for virtual instruction in higher grade level subjects; during year promotion; and subject-matter acceleration. If a school offers as ACCEL options enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements. Principals will follow the policies set forth in the Student Progression Plan to maintain consistent practice throughout the district.
- (b) The district must establish student eligibility requirements and procedural requirements for during year promotion or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the district must be included in the district's comprehensive student progression plan as outlined in [s. 1008.25, F.S.](#)
- (c) When establishing student eligibility requirements, principals and the district must consider, at a minimum:
 - (i) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to [s. 1008.22, F.S.](#);
 - (ii) The student's grade point average;
 - (iii) The student's attendance and conduct record;
 - (iv) Recommendations from one or more of the student's teachers in core-curricula courses as outlined in [s. 1003.01\(14\)\(a\)-\(e\), F.S.](#);
 - (v) A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.
- (d) A final eligibility requirement is recommendation by the principal and approval by the Chief of High Schools.
- (e) Parent/Guardian Request and Student Eligibility:

- (i) Each principal must establish a process by which a parent/guardian may request student participation in, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent/guardian selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#), the student must be provided the opportunity to participate in the ACCEL option. Principals will follow the policies set forth in the Student Progression Plan to maintain consistent practice throughout the district.
- (f) The district must establish a process by which a parent/guardian may request student participation in during year promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent/guardian selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive Student Progression Plan, as required in [s. 1002.3105\(2\)\(b\), F.S.](#), the student must be provided the opportunity to participate in the ACCEL option.
- (g) In the Student Progression Plan, the school and district process of student eligibility and parent/guardian request is contained in each grade level section. For high school, during year promotion will be enacted when the number of credits needed for the grade level are earned as defined in the Grade Classification section. Acceleration for promotion will be accomplished by successful completion of extra courses through online instruction, summer credits, or credit by examination respective of these processes and requirements. No parent/guardian acceleration request form or timeline is required related to this ACCEL option. (Other program timelines and procedures may apply.)

Eligibility for subject matter acceleration (other than as stated in criteria for Advanced Placement or other accelerated course programs) will be the criteria of:

- (i) Level 5 performance on statewide, standardized assessments in reading or math or science, as related to the desired subject;
- (ii) Statewide, standardized writing assessment performance of 5 (which may be waived for special exceptions, such as math);
- (iii) a grade point average of 3.0 or above in the related subjects;
- (iv) less than 4 unexcused absences in current or prior school year;
- (v) with recommendation by a related subject area teacher and a certified school counselor.

The principal must agree with the acceleration. Parent/Guardian request is to be made by May 1 on an acceleration request form available at the school and school decision will be made by July 15 dependent on release

of statewide, standardized assessment scores. If a parent/guardian request is not recommended by the school, the parent/guardian may write an appeal to the Chief of High Schools explaining why the request should be approved.

(44) Student Performance Contract

- (a) If a student participates in an ACCEL option pursuant to the parent/guardian request under [s. 1002.3105\(2\)\(b\)1, F.S.](#), a performance contract must require compliance with minimum student attendance requirements and minimum student conduct requirements. The contract may contain ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.
- (b) If a principal initiates a student's participation in an ACCEL option, the student's parent/guardian must be notified. To accommodate special cases, in a principal-initiated ACCEL option for a student, the principal may waive specific eligibility requirements if approved by the Area Superintendent. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

(45) Orange County Virtual School and Florida Virtual School

The district shall provide students with access to enroll in courses available through the Orange County Virtual School and/or Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during and after the normal school day and through summer school enrollment. [s. 1001.42 \(23\), F.S.](#) Student participation may involve full-time or part-time enrollment for students in kindergarten through grade 12. [s. 1002.37, F.S.](#) To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in [s. 1002.455, F.S.](#)

(46) Digital Learning [s. 1002.321, F.S.](#)

- (a) Customized and Accelerated Learning- The school district must establish multiple opportunities for student participation in part-time and full-time kindergarten through grade 12 virtual instruction. Options include, but are not limited to:
 - (i) District operated part-time or full-time virtual instruction programs under [s. 1002.45\(1\)\(b\), F. S.](#) for kindergarten through grade 12 students enrolled in the district. A full-time program shall operate under its own Master School Identification Number.
 - (ii) Florida Virtual School instructional services authorized under [s.1002.37, F.S.](#)
 - (iii) Blended learning instruction provided by charter schools authorized under [s.1002.33, F.S.](#)

- (iv) Full-time virtual charter school instruction authorized under [s. 1002.33, F.S.](#)
 - (v) Courses delivered in the traditional school setting by personnel providing direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques pursuant to [s. 1003.498, F.S.](#)
 - (vi) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to [s. 1003.498, F.S.](#)
- (b) Orange County Virtual School and Florida Virtual School may provide full-time and part-time instruction for students in kindergarten through grade 12. To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in [s. 1002.455\(2\), F.S.](#)
 - (c) Public school students receiving part-time instruction by the Orange County Virtual School and Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of course assessments required pursuant to [s. 1008.22\(3\)\(c\)2, F.S.](#)
 - (d) FLVS students will take state-wide assessments at the school to which the student would be assigned according to the district attendance areas. OCVS students will either test at the OCVS campus or at their zoned school.
- (47) Virtual Instruction Programs

The district must provide parent/guardian with timely written notification of at least one open enrollment period for full-time students of ninety (90) days or more that ends thirty (30) days before the first day of the school year. The purpose of the program is to make quality virtual instruction available to students using online and distance learning technology in the nontraditional classroom. A school district virtual instruction program shall consist of the following:

- (a) Full-time virtual instruction for students enrolled in kindergarten through grade 12;
- (b) Part-time virtual instruction for students enrolled in kindergarten through grade 12 courses are measured by each approved provider's school grade or school improvement rating as specified in [s. 1002.45\(8\)\(a\)2., F.S.](#); and
- (c) Full-time or part-time virtual instruction for students enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice education programs, core-curricula courses to meet class size requirements, or Florida College System institutions.

(48) Student Eligibility for K-12 Virtual Instruction

- (a) All students, including home education and private school students, are eligible to participate in any of the following virtual instruction options [s. 1002.455, F.S.](#):
 - (i) Part-time or full-time virtual charter school instruction authorized under [s. 1002.33, F.S. to students within the school district](#)
 - (ii) [Virtual courses offered in the course code directory to students within the school district](#)
 - (iii) [Florida Virtual School instructional services authorized under s.1002.37, F. S.](#)
 - (iv) [Virtual instruction provided by a school district through a contract with an approved virtual instruction program provider under s.1002.45\(1\)\(c\)2 F. S. to students within the school district](#)

(49) High School Equivalency Diploma

- (a) Passing the GED®/2014 GED® examination may qualify a person for a State of Florida High School Diploma issued by the Florida Department of Education.
- (b) In order to qualify for a GED®/2014 GED® a student must be at least eighteen (18) years of age at the time of application unless individually waived for extraordinary circumstances by the district. Extraordinary circumstances shall include but not be limited to the following criteria for sixteen (16) and seventeen (17) year old students:
 - (i) Pregnancy or teen parent/guardian;
 - (ii) Sole supporter;
 - (iii) Medical, physical, or mental condition that interferes with school policies;
 - (iv) Credit deficiency;
 - (v) Multiple statewide, standardized assessment failures; or
 - (vi) Homelessness.
- (c) In such a case, the applicant must have completed a career planning conference with the parent/guardian or guardian in attendance, must have submitted an official application including the approval signature of the parent/guardian or guardian and payment of the required fee for the

GED®/2014 GED® exam. Applicants 18 years of age and older must submit an official application and pay the required fee.

- (d) A student who successfully completes all of these requirements shall be considered a high school graduate, but will not participate in high school graduation exercises and will not receive an Orange County high school standard diploma.

(50) Interscholastic Extracurricular Eligibility

- (a) The term “extracurricular” means any school-authorized or education-related activity occurring during or outside the regular instructional school day.
- (b) In order to participate in interscholastic, extracurricular activities, a student must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by statute for high school graduation [s. 1006.15, F.S.](#)
- (c) A student must fulfill the requirements of an academic performance contract between the student, the district, the appropriate governing association, and the student’s parents/guardians. If the student’s cumulative grade point average falls below 2.0, or its equivalent on a 4.0 scale in courses required for high school graduation specified in [s. 1003.4282, F.S.](#), or, for students who entered ninth grade prior to the 1997-98 school year, if the student’s grade point average falls below 2.0 on a 4.0 scale, or its equivalent in courses required for graduation, specified in [s. 1003.4282, F.S.](#), that are taken after July 1, 1997. The contract must require that the student attend summer school, or its grade equivalent, between Grades 9 and 10 or Grades 10 and 11, as necessary. A student must have a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required for high school graduation, specified in [s. 1003.4282, F.S.](#), during his or her junior year.
- (d) The district and the appropriate governing association determine the content and the format of the academic performance contract. The student must maintain satisfactory conduct, and if a student is convicted or is found to have committed a felony or delinquent act, which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student’s participation in interscholastic extracurricular activities is contingent upon district policy. According to the OCPS Code of Student Conduct, any student who has been formally charged with a felony or similar offense by a prosecuting attorney shall be excluded from participation in extracurricular/co-curricular activities and athletics for a minimum of one calendar year. If the student is not found guilty or if the charges are dismissed, the student may return upon presenting documentation of the court’s decision.
- (e) Any student who is exempt from attending a full school day based on rules adopted by the district for double sessions or programs, experimental schools, or schools operating under emergency conditions, must maintain

a 2.0 grade point average, or its equivalent, on a 4.0 scale and pass each class.

- (f) A home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on a district's attendance area policies or may develop an agreement to participate at a private school provided the following conditions are met:
 - (i) The student must meet the requirements of the home education program [s. 1002.41, F.S.](#);
 - (ii) During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program by a method of evaluation agreed upon by the parent/guardian and the school principal, which may include:
 - a. Review of the student's work by a certified teacher chosen by the parent/guardian;
 - b. Grades earned through correspondence;
 - c. Grades earned in courses taken at a community college, university, or trade school;
 - d. Standardized assessment scores above the 35th percentile;
or
 - e. Any other method in [s. 1002.41, F.S.](#)
 - (iii) the student must meet the same residency requirements as other students in the school at which he or she participates;
 - (iv) the student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities;
 - (v) the student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for an extracurricular activity;
 - (vi) a student who transfers from a home education program to a 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 provided the student has a successful evaluation from the previous year;

- (vii) any public school or nonpublic school student who has been unable to maintain eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a home education student until the student has successfully completed one grading period in home education, fulfilling the requirements for interscholastic extracurricular eligibility, [s. 1006.15\(3\)\(a\)2, F.S.](#), to become eligible to participate as a home education student. [s. 1006.15, F.S.](#)

(51) National Collegiate Athletic Association (NCAA) College Requirements for Student Athletes

- (a) College-bound student athletes will need to meet more rigorous academic rules to receive a scholarship at NCAA Division I and Division II colleges or universities.
- (b) A student who enters a NCAA Division I college or university on or after August 1, 2016 (entered ninth grade 2012-13), will need to meet new academic rules in order to receive athletics aid (scholarship), practice, or compete during their first year. The changes include the following:
 - (i) Minimum core-course GPA of 2.300 required
 - (ii) Change in GPA and test-score index (sliding scale)
 - (iii) Ten (10) core courses required before the seventh semester of the senior year
- (c) A student who enters a NCAA Division II college or university on or after August 1, 2013, (2012-13 high school graduates) will be required to complete sixteen (16) core courses instead of the current fourteen (14).

I. Student Progression – Exceptional Student Education Grades 9-12

(1) Exceptional Student Education Staffing

- (a) The staffing of a student into an exceptional student education program shall follow the procedures established in the Policies and Procedures document for exceptional student education services. (FDOE Policies and Procedures Document-Orange). No student shall be placed in an exceptional student education program unless that student meets approved criteria and is properly determined eligible by a staffing committee. The Individual Education Plan (IEP) document shall be used by IEP Teams in making appropriate staffing recommendations based on identified student service needs ([34 CFR §§300.29, 300.110, 300.320 through 300.328, and 300.503](#); ss. [1001.02, 1003.01, 1003.4203, 1003.4282, 1003.57, 1003.5715, 1003.5716, 1008.212, and 1008.22, F.S.](#) Rule [6A-6.03028, F.A.C.](#))
- (b) For students who are eligible to receive services through the Gifted program, the Gifted Education Plan (EP) document shall be used by EP

Teams in making appropriate staffing recommendations based on identified student service needs.

(2) Exceptional Student Education Services (9-12)

The segregation of student with a disability shall occur only if the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (IDEA [s. 1003.57, F.S.](#)). Educational and related services and allowable and appropriate accommodations or modifications to state requirements and district expectations are defined by federal and state law and are determined by the eligibility staffing committee as outlined in the Policies and Procedures document for exceptional student education services (FDOE P&P Document-Orange).

(3) General Requirements for Graduation and Diploma Options for Students with Disabilities Entering the Ninth Grade

(a) All students with disabilities shall be supported through the provision of allowable accommodations and specially designed instruction to work toward and attain a standard diploma, as defined in s. 1003.4282(1), F.S., with a Scholar or Merit designation, as defined in [s. 1003.4285, F.S.](#)

A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits, but who do not achieve the required grade point average or who do not achieve proficiency on required assessments for which they have not been granted a waiver in accordance with [s. 1008.22\(3\)\(c\)2., F.S.](#)

(b) Beginning with students entering grade 9 in the 2014-15 school year, a parent/guardian of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to [s. 1003.5716, F.S.](#), 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 shall be awarded a certificate of completion. Students who entered grade 9 before the 2014-15 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma. The IEP team, including the student and their family, may also change the diploma option to one of the alternative pathways to standard diploma in accordance with [s. 1003.4282\(10\), F.S.](#)

(4) Alternative Pathways to Standard Diploma for Students with Disabilities

In accordance with [s. 1003.4282\(11\), F.S.](#) beginning in the 2014-15 school year, in addition to earning a standard diploma in accordance with [s. 1003.4282 F.S.](#) a student with a disability entering grade 9 may also earn a standard high school diploma through the following two alternative courses of study:

(a) Standard Diploma for Students with Disabilities via Access Points

- (b) Standard Diploma for Students with Disabilities via Academic and Employment Competencies (non-Access Points)
- (5) Requirements for a Standard Diploma for Students with Disabilities via Access Points

- (a) This option is available for a student with a disability for whom the individual educational plan (IEP) team has determined that instruction in access points and the statewide, standardized alternate assessment are the most appropriate means of providing the student access to the general curriculum, in accordance with [s. 1008.22\(3\)\(c\)4., F.S.](#)

In order to receive a standard diploma, a student must meet all of the following requirements:

- (i) Four (4) credits in English Language Arts to include Access English I, II, III, and IV. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for Access English IV.
- (ii) Four (4) credits in mathematics to include Access Algebra 1A and 1B and Access Geometry. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry.
- (iii) Three (3) credits in science to include Access Biology. At least two courses must have a laboratory component. Eligible CTE courses, as defined in [Rule 6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for one (1) science credit, with the exception of Access Biology.
- (iv) Three (3) credits in social studies to include one (1) credit in Access World History, one (1) credit in Access United States History, one-half (0.5) credit in Access United States Government, and one-half (0.5) credit in Access Economics. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for one (1) social studies credit with the exception of Access United States History.
- (v) One (1) credit in Physical Education to include the integration of health. Eligible courses are described in the Course Code Directory and Instructional Assignments, in accordance with Rule [6A-1.09441, F.A.C.](#)
- (vi) One (1) credit in Fine and Performing Arts, Speech and Debate, or Practical Arts.
- (vii) Eight (8) electives, which must include a course in Self-Determination or Transition Planning and which may include employment-based courses.
- (viii) Participate in one (1) online course, unless waived by the IEP team

in accordance with [s. 1003.4282\(4\), F.S.](#) If the online course option is waived, the IEP team must identify and document goals, supports, services, and accessible instructional materials (AIMs) in the IEP for the purpose of assisting the student to become proficient in the use of the technologies needed for future participation in an online course, and must reconsider the student's ability to participate in an online course at the next IEP review.

- (i) Beginning in the 2019-2020 school year, school districts must offer a half-credit of a financial literacy course pursuant to s. 1003.4282.
- (ix) Participation in the statewide, standardized alternate assessment in English Language Arts, mathematics, and science is required until replaced by state-required end of course assessments in English Language Arts I, II, and III, Algebra I, Geometry, Biology I, and United States History.
- (x) A proficient score on the statewide, standardized alternate assessments in English Language Arts and mathematics must be attained unless assessment results are waived in accordance with Section [1008.22\(3\)\(c\), F.S.](#)
 - a. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section [1008.22\(3\)\(c\), F.S.](#), must be approved by the parents/guardians
- (xi) For students whose IEP team has determined that they qualify for exemption from the statewide, standardized assessment and are eligible to take the Florida Standards Alternate Assessments (FSAA), whose performance results on standardized assessments are waived by the IEP team as approved by the parent/guardian, the development of a graduation portfolio of quantifiable evidence of achievement is required. Portfolios must provide a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of all required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, modified occupational completion points (MOCPs), work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.
- (xii) Earn a cumulative grade point average (GPA) of at least 2.0.
- (xiii) Students may elect to pursue a Career and Technical Education Graduation Pathway (CTE) Option beginning in the 2019-2020 school year in accordance with s. 1003.4282. Students will have opportunities for career education courses, industry certifications, and apprenticeship programs that will provide opportunities for students to learn trades, occupations, and professions suited to

their abilities that will satisfy graduation requirements.

- (xiv) Students must take the statewide, standardized alternate assessments for associated courses, and these assessments will count as 30% of a student's final grade as determined by the student's teacher.

(6) Requirements for a Standard Diploma for Students with Disabilities via Academic and Employment Competencies (non-Access Points)

- (a) This option is available for a student with a disability for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate their skills. A student must meet all of the graduation requirements specified in s. [1003.4282\(1\)-\(9\), F.S.](#) or s. [1002.3105\(5\), F.S.](#) Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule [6A-1.09441, F.A.C.](#)
- (b) In order to earn a standard diploma, a student must meet all of the following requirements:
 - (ii) Four (4) credits in English Language Arts to include English I, II, III, and IV. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for English IV.
 - (iii) Four (4) credits in mathematics to include Algebra 1A and 1B and Geometry. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for (1) mathematics credit, with the exception of Algebra 1A and Algebra 1B and Geometry.
 - (iv) Three (3) credits in science to include Biology. At least two courses must have a laboratory component. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for one (1) science credit, with the exception of Biology.
 - (v) Three (3) credits in social studies to include one (1) credit in World History, one (1) credit in United States History, one-half (0.5) credit in United States Government, and one-half (0.5) credit in Economics. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for one (1) social studies credit with the exception of United States History.
 - (vi) One (1) credit in Physical Education to include the integration of health.
 - (vii) One (1) credit in Fine and Performing Arts, Speech and Debate, or Practical Arts.
 - (viii) Students must earn a minimum of one-half (0.5) credit in a course that includes employment. Such employment must be at a minimum

wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in [s. 1003.4282\(11\)\(b\)2.d., F.S.](#) for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.

- (ix) Eight (8) credits in electives.
- (x) One (1) online course, unless waived by the IEP team in accordance with [s. 1003.4282\(4\), F.S.](#) If the online course option is waived, the IEP team must identify and document goals, supports, services, and accessible instructional materials (AIMs) in the IEP for the purpose of assisting the student to become proficient in the use of the technologies needed for future participation in an online course, and must reconsider the student's ability to participate in an online course at the next IEP review.
- (xi) Beginning in the 2019-2020 school year, school districts must offer a half-credit of a financial literacy course pursuant to s. 1003.4282.

(7) Deferral of Receipt of Standard Diploma for Students with Disabilities

- (a) A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if they meet the requirements found in [s. 1003.4282\(11\)\(c\), F.S.](#)
- (b) In accordance with [s. 1003.4282, F.S.](#) the student must:
 - (i) Have an individual education plan that prescribes special education, transition planning, transition services, or related services through age twenty-one (21); and
 - (ii) Be enrolled in accelerated college credit instruction pursuant to [s. 1007.27, F.S.](#) 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.
- (c) The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma, and the decision must be noted on the IEP.
 - (i) The IEP team must review the benefits of deferring the standard high school diploma and describe to the parent/guardian and the student all services and program options available to students who defer. This must be done in writing if the parent/guardian or the student does not attend the IEP meeting.

- (ii) The district must inform the parent/guardian and the student, in writing, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from providing a free appropriate public education (FAPE). This communication must also clearly state the district's deadline for acceptance or deferral of the diploma, and that failure to attend a graduation ceremony does not constitute a deferral.
- (iii) The district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.
- (d) In accordance with [Rule 6A-6.03028\(1\), F.A.C.](#), a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the district, until the end of the school semester or year in which the student turns twenty-two (22). A student who receives a certificate of completion may participate in any courses, classes, or programs available in the district for which they meet the entrance criteria, if any.

(a) Certificate of Completion (for student with disabilities)

A student with a disability who meets all special requirements, but is unable to meet the appropriate minimum requirements (fail to have earned a minimum 2.0 cumulative GPA), must be awarded a special certificate of completion [s. 1003.438, F.S.](#),

(i) Exceptions

a. Hospital/Homebound

General education students who are staffed into the Hospital/Homebound program only are not eligible for a special certificate of completion. Hospital/Homebound students staffed into another exceptional student education program shall meet requirements established for the diploma choice made during an IEP team meeting.

b. Visually Impaired

Students who are visually impaired are not eligible for a special certificate of completion when services are based solely upon their visual impairment.

(8) Strategies for Students with Disabilities to Meet Standard Diploma Requirements

The district must provide instruction to prepare students with disabilities in the core content knowledge and skills necessary for successful grade-to-grade progression

and high school graduation. The district may require specially designed courses, specialized services, specific course programs, and allowable and appropriate accommodations or modifications so that exceptional education students are assured access to, involvement with and make progress in the general education curriculum and the opportunity to meet graduation requirements.

(9) Waiver of Statewide, Standardized Assessments and End-of-Course (EOC) Assessments

- (a) in accordance with [s. 1008.22\(3\)\(c\)2., F.S.](#), a student with a disability, as defined in [s. 1007.02, F.S.](#), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments or end-of-course assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript, and the statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.
- (b) Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. However, if instructional accommodations are required in order for the student to access the curriculum and instruction, they are allowed in the classroom but they must be documented in the students' IEP. Students using instructional accommodations in the classroom that are not allowed on a statewide, standardized assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student's abilities.
- (c) If a student is provided with instructional accommodations in the classroom that are not allowed as accommodations for statewide, standardized assessments, the district must inform the parent/guardian in writing and provide the parent/guardian with information regarding the impact on the student's ability to meet expected performance levels. A parent/guardian must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on a statewide, standardized assessment and acknowledge in writing that he or she understands the implications of such instructional accommodations.
- (d) If a student's IEP states that online administration of a statewide, standardized assessment will significantly impair the student's ability to perform, the assessment shall be administered in hard copy.
- (e) For students with a demonstrated, documented, significant cognitive disability, the Department of Education shall provide for the administration of the Florida Standards Alternate Assessment to accurately measure student progress toward the core curricular content established in the Florida Standards Access Points and state standards.

- (f) “Senior year” refers to the year that a student has enough credits to be classified as a senior and also applies to those students with disabilities who elected to remain enrolled beyond their 4thfourth year of high school in order to seek a standard diploma, or those who opt to defer receipt of Standard Diploma to continue to receive services if they meet the requirements found at [s. 1003.4282\(11\)\(c\), F.S.](#) Any senior who has not achieved a passing score on the statewide, standardized assessment must receive intensive remediation. To help evaluate the effectiveness of such remediation and ensure each student has the opportunity to pass the statewide, standardized assessment, the student must have participated in the administration of the statewide, standardized assessment at least once in grade 10 and once in grade 11 and the March administration of their senior year.
- (g) A student with a disability is eligible for a waiver of statewide, standardized assessment results, statewide, standardized alternate assessment results, and end-of-course results for the purposes of earning course credit and/or graduating with a standard diploma. To be considered for a waiver of statewide, standardized assessment results, or end-of-course assessment results for the purpose of receiving a course grade and a standard high school diploma in accordance with [s. 1008.22\(3\)\(c\) 2., F.S.](#), the student must:
- (i) Be identified as having a disability as defined in [s. 1007.02\(2\), F.S.](#)
 - (ii) Have a current individual education plan (IEP)
 - (iii) The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
 - (iv) Have documented mastery of core content and skills necessary for successful grade-to-grade progression and high school graduation.
 - (v) Complete the state’s twenty-four (24) credit/course and achieve a 2.0 cumulative grade point average (GPA) requirements as specified in Rule [6A-1.09963](#), and any other district requirements for graduation with a standard diploma.
 - (vi) In accordance with [s. 1008.22\(3\)\(c\)2, F.S.](#), the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities. The IEP team may meet at any time to: verify that the criteria have been met and document the team’s determination and information analyzed in making the decision.
- (h) A student with a disability who transfers to Florida from another state in the 12th grade is eligible for a waiver of statewide, standardized assessment and end-of-course assessment results in accordance with [s. 1008.22\(3\)\(c\)2, F.S.](#), for the purpose of receiving a course grade and a standard high school diploma. However, the student must be provided with

every opportunity to take and pass all statewide, standardized assessments and end-of-course assessments. For example, a 12th grade student who enrolled in a Florida public school from another state at the beginning of the school year must participate in all scheduled administrations of statewide, standardized assessments and end-of-course assessments. However, a 12th grade student who enrolled in Florida public schools in January may only take the remaining scheduled administrations of statewide, standardized assessments and end-of-course assessments, and still be considered for the waiver.

(10) Course Credit

- (a) All students with disabilities will be supported through the provision of allowable accommodations and specially designed instruction to earn course credit toward a standard diploma.
- (b) Allowable and appropriate accommodations or modifications (as specified by in the student's IEP) must be provided to ensure that a student with a disability has the opportunity to meet the graduation requirements for a standard diploma. Accommodations and modifications (as specified in the student's IEP) shall be made to vocational courses and programs of study, as necessary; to assure that a student with a disability has the opportunity to meet graduation requirements for a standard or special diploma (special diploma only available for students entering ninth grade in 2013-14 or prior). Accommodations may include: (i) flexible scheduling, (ii) flexible timing, (iii) flexible setting, (iv) flexible presentation/revised format, and (v) flexible responding.

(11) Retention of Students with Disabilities

- (a) The decision as to whether a student has satisfactorily completed a course and what grade is to be issued are based on students' demonstration of mastery of course standards and the professional judgment of the teacher.
- (b) For any grade that a student receives, including failure, there shall be adequate documentation to support the decision in the form of formative and summative assessments, evidence of class participation, course work, and documentation of the provision of educational and related special education services and allowable and appropriate accommodations or modifications (as specified in the student's IEP).

(12) Promotion of Students with Disabilities

- (a) A student with a disability must meet the minimum required credits for promotion and for grade classification. A special certificate of completion does not require a minimum GPA for promotion.
- (b) The district must provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge skills necessary for successful-grade-to-grade progression and high school graduation.

(13) Dismissal from an Exceptional Student Education Program

- (a) Dismissal of students from an exceptional student education program shall be determined by an eligibility staffing committee, as outlined in the P&P document for exceptional student education services.
- (b) The staffing of a student with a disability into a different or additional exceptional student education program shall be determined by an eligibility staffing committee. Staffing shall be in the least restrictive environment, and shall be based on academic performance, age, and the appropriate educational judgment of the eligibility staffing committee as outlined in the P&P document for exceptional student education services.

J. Student Progression – English Language Learners (ELL) 9-12

(1) Identification of English Language Learners

All students that are possible candidates to receive ESOL services based on the Home Language Survey (HLS) must be appropriately identified in order to ensure appropriate services. The identification process of ELLs will follow the district's ELL Plan. A copy of the ELL Plan can be found on the Multilingual Services department website. (Florida Consent Decree Part I. Identification and Assessment and [Rule 6A-6.0902](#). Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners.)

(2) Exiting English for Speakers of Other Languages Program (ESOL)

[Rule 6A-6.0903](#), F.A.C.

Students in grades 3-9 may be exited from the ESOL program by scoring at least a level 4 in the reading domain of the statewide English Language Proficiency (ELP) Assessment (Access for ELLs 2.0) and a Level 4 composite score on the ELP. Students must also earn a passing score on the grade level statewide, standardized assessment.

For students in grades 10 -12, a score on the 10th grade statewide, standardized assessment in ELA, or a score on the statewide, standardized alternate assessment, pursuant to [Rule 6A-1.09430, F.A.C.](#), pursuant to [Rule 6A-1.09422](#), F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section [1008.22, F.S.](#)

For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater and a passing score on the statewide, standardized alternate assessment, pursuant to [Rule 6A-1.09430, F.A.C.](#)

Students may also exit by the decision of an English Language Learner (ELL) Committee.

(3) Progress Monitoring and Promotion Retention Process

English Language Learner students in grades 9-12 who are unable to demonstrate mastery in academic subject areas as described in the Student Progression Plan will be referred to an ELL committee. This committee will develop a plan for the student in accordance with the following guidelines and procedures:

- (a) The reason for the academic under-performance of an ELL student must not imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency – English for Speakers of Other Language (ESOL) Good Cause Exemption (under two (2) years based on date entered US school).
- (b) Determine any lack of academic progress in the areas of English Language Arts (ELA), mathematics, and/or science using indicators that include, but are not limited to pre-tests and post-tests, state developed English Language Proficiency Assessment results, alternative assessment results, previous academic records, diagnostic assessments in the home language, and any other appropriate indicator of academic progress. (Florida Consent Decree Part Equal Access to Appropriate Programming and [Rule 6A-6.0902, F.A.C.](#) Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners.)
- (c) The first ELL committee meeting develops an ELL progress monitoring plan that includes a list of intensive instructional supports designed to assist the ELL student (NOTE: ESOL accommodations are not considered remedial strategies). [Rule 6A-6.0904, F.A.C.](#), Equal Access to Appropriate Instruction for English Language Learners. This plan will be developed and monitored according to the MTSS procedures.
- (d) The second ELL committee meeting is held within nine (9) weeks (after one quarter) to review the effectiveness of the support. If the ELL student does not make satisfactory progress, the ELL Committee will review the established plan and determine additional and more intense instructional support. [Rule 6A-6.0904, F.A.C.](#)
- (e) If the ELL student still has not made satisfactory progress after implementing the plan for at least eighteen (18) weeks, the ELL committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion. Both ELL meetings must be documented in the ELL portfolio and proper steps taken to ensure that the student received the necessary support. [Rule 6A-6.0904, F.A.C.](#)
- (f) An ELL student who has received more than two (2) years of instruction in an approved ESOL program may be retained when there is a lack of academic progress in grade level concepts.
- (g) The ELL committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The parent/guardian must be invited to attend all meetings. Notices to parents/guardians of ELL students must be provided in the home/native language, whenever feasible.

- (h) The teacher(s) must show extensive documentation of the ESOL strategies and intense instructional support used to provide the student with comprehensible instruction.
 - (i) The reason for retention must not imply the student needs an extra year to learn English or that the under-performance is due to the child's limited English proficiency.
- (4) Grading and Documenting Academic Progress of ELL Students
- (a) Course grades and academic progress of ELL students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable appropriate grade level standards-based instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and necessary curriculum accommodations based on the student's language proficiency level.
 - (b) If there is a continued pattern of academic underperformance, the ELL committee shall meet to review the reasons for the student's lack of progress. The reason(s) documented for the academic under-performance of an ELL student must not imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
 - (c) The following documentation needs to be included in the student's ELL portfolio:
 - (i) Documentation of the ESOL strategies used by the Language Arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student's academic progress.
 - (ii) Parent/guardian contacts or attempts made to inform the parent/guardian of the student's under-performance. Notices to parent/guardian of ELL students must be provided in the home/native language, whenever feasible. [Rule 6A-6.0904, F.A.C.](#) Equal Access to Appropriate Instruction for English Language Learners.
 - (iii) An English Language Learner's teacher, parent/guardian, parent/guardian's designee, or other school personnel may request the convening of an ELL committee at any time after the end of the student's first semester in the program to identify any special problems which may be hindering a student's progress in ESOL. An ELL committee shall make appropriate recommendations, as necessary, for the modification of the student's ELL Student Plan. The nature and basis of such modification, if any, shall be documented in each student's ELL Student Plan. [Rule 6A-6.09022, F.A.C.](#) Extension of Services in English for Speakers of Other Languages (ESOL) Program
 - (iv) The ELL committee shall review the student's academic record holistically and shall consider the results from the assessment

administered under subsection (2) of this rule and the following criteria to determine whether the student is English language proficient:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview;
 - b. Written recommendation and observation by current and previous instructional and supportive services staff;
 - c. Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
 - d. Grades from the current or previous years; and
 - e. Results from tests other than the assessment according to subsection (2) of this rule.
- (v) Documentation of any instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant or ESOL Compliance Specialist (ECS) available at the school.

K. Student Progression – Adult General Education (AGE)

(1) Definition of an Adult General Education Student

- (a) Florida's adult education system includes a range of instructional programs that help adults get the basic skills they need to be productive workers, family members, and citizens. The major program areas are Adult Basic Education, Adult High School, GED® Preparation, and English for Speakers of Other Languages (ESOL). These programs emphasize basic skills, such as reading, writing, mathematics, and English language competency. Adult education programs also help adult learners gain the knowledge and skills they need to enter and succeed in postsecondary education.
- (b) Adult learners enrolled in Adult High School can earn a high school diploma or its equivalent by successfully passing the standard GED® tests. [Rule 6A-6.014, F.A.C.](#)

(2) Adult Education Programs are available to students who:

- (a) Are sixteen (16) years or older;
- (b) Do not have a high school diploma or its equivalent;
- (c) Want to learn to speak, read, and write the English language; or
- (d) Are not enrolled, or required to be enrolled, in a secondary school.

(3) Comprehensive K-20 Career and Education Planning

- (a) The district is responsible to prepare all students at every level for the transition from school to postsecondary education or careers by providing information regarding:
- (i) Career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to pursue postsecondary instruction required to enter each career.
 - (ii) How to make informed decisions about the program of study that best addresses the students' interests and abilities while preparing them to enter postsecondary education or the workforce.
 - (iii) Recommend coursework and programs that prepare students for success in their areas of interest and ability.
- (b) This information is to be provided to students and parents/guardians through websites, handbooks, manuals and other regularly provided communications. [s. 1000.03\(5\), F.S.](#)

(4) Adult Career and Technical Student Basic Skill Level Requirements

The Test of Adult Basic Education (TABE) is used to assess a student's academic skill level and is required for Career Certificate programs that are 450 hours or more in length.

(5) Exemption from Basic Skills

- (a) Students meeting the criteria below are exempt from the basic skills required described in subsection of Rule [6A-10.040, F.A.C.](#) The student must provide the appropriate documentation for exemption.
- (i) A student who possesses a college degree at the associate in applied science level or higher.
 - (ii) A student who demonstrates readiness for public postsecondary education pursuant to [Rule 6A-10.0315, F.A.C.](#)
 - (iii) A student who passes a state, national, or industry certification or licensure examination that is identified on the current FDOE Basic Skills Licensure Exemption List. .
 - (iv) A student who passes the 2014 GED® Tests: Reasoning through Language Arts and Mathematical Reasoning where a minimum score as required in [Rule 6A-6.0201, F.A.C.](#), has been attained on each test. These scores have no defined expiration date.
 - (v) An adult student who is enrolled in an apprenticeship program that is registered with the Department of Education in accordance with [Chapter 446, F.S.](#)

Each Career Certificate program that is 450 hours or more has an established academic skills level required to complete the program and is established by the FDOE. The basic skills requirements are exit requirements and is defined as when a student reaches the final Occupational Completion Point (OCP) and earns a Career Certificate.

- (a) If In order to earn a career certificate, students must complete all program competencies and requirements including meeting the basic skills requirement either through assessment or exemption. Additional information can be found in the following rule: ([Rule 6A-10.040, F.A.C.](#))

(6) Adult Basic Education (ABE)

- (a) The Tests of Adult Basic Education (TABE), an instrument approved by the FDOE for this purpose, will initially assess students who enter the Adult Basic Education program. The student will then be placed in an individualized program based on the assessment results and personal goals. Additional assessment instruments may also be used to place adults with disabilities at their level of achievement. Accommodations will be made for students with disabilities according to state and district procedures.
- (b) Promotion is determined by demonstrated completion of state-approved performance standards at the student's level of achievement for reading, mathematics, and language arts courses offered in the Adult Basic Education program. Advancement throughout the program is documented with Literacy Completion Points (LCPs) as students' progress through different Educational Functioning Levels (EFLs).
- (c) The program is subdivided into three (3) courses:
 - (i) Reading
 - (ii) Mathematics
 - (iii) Language

(7) English for Speakers of other Languages (ESOL)

The ESOL program is subdivided into three (3) programs:

- (a) Adult ESOL College and Career Readiness (ECCR)
- (b) Adult English for Speakers of Other Languages (ESOL)
- (c) English Literacy for Career and Technical Education (ELCATE)

(8) Adult ESOL College and Career Readiness

The Adult ESOL College and Career Readiness course is non-credit and is designed to prepare adult students for further education by providing concentrated instruction in ESOL Academic Skills competencies. Advancement within the program is measured through Literacy Completion Points (LCPs). One LCP is awarded upon satisfactory completion of the competencies in the course.

(9) Adult English for Speakers of Other Languages

Adult ESOL is designed to support immigrants and other individuals who are English language learners in the following skill areas: reading, writing, speaking listening, comprehension, and mathematics. The program is also designed to foster an understanding of the American government, individual freedom, and the responsibilities of citizenship. This program is also designed to lead to students' attainment of a secondary school diploma and transition to postsecondary education and training; or employment. The Comprehensive Adult Student Assessment System (CASAS) Life and Work Series is the state approved instrument utilized in this district to assess the Adult ESOL student's functioning levels upon entry into the program and then to document growth through Literacy Completion Points (LCPs) throughout the student's enrollment in the program.

(10) English Literacy through Career and Technical Education (ELCATE)

(a) The CASAS Life and Work Series is the state approved assessment instrument utilized in this district to assess the ELCATE student's functioning level at entry and for documentation of progression through Literacy Completion Points (LCPs).

(b) This course is designed to be used as a bridge course which provides integrated English language and career preparation instruction to adult English language learners (ELLs) who have a goal of enrolling in a career and technical education program. Students that meet the language and academic requirements may enroll in ELCATE and a career and technical certificate program simultaneously as an integrated education and training program.

(11) GED® Preparation Program

Completion of the GED® Preparation program is dependent on the student's mastery of academic content areas evaluated by the passing of the official GED® Assessment. The official GED® tests measure proficiency in Reasoning through Language Arts, Social Studies, Science, Mathematical Reasoning.

(12) Official GED® Assessment Eligibility

(a) Adults (eighteen (18) years of age or older)

(b) Youth (sixteen (16) to seventeen (17) years of age) who for extenuating circumstances are determined eligible to test by the Superintendent or

designee. Extenuating circumstances shall include, but not be limited to, the following criteria for the superintendent's consideration:

- (i) Pregnancy or teen parent/guardian;
 - (ii) Sole supporter;
 - (iii) Medical, physical, or mental condition that interferes with regular school policies;
 - (iv) Credit deficiency;
 - (v) Multiple statewide, standardized assessment failures; or
 - (vi) Homelessness
- (c) Before test eligibility can be considered, the youth must be legally withdrawn from secondary school (including private and home-schooled students). In addition, he/she will enroll in and complete a GED® Preparation program, obtain recommendation from an OCPS GED® preparation instructor by earning a passing score on the GED® Ready, and parent/guardian consent.
- (d) Students enrolled in an approved dropout prevention program.

(13) State of Florida Diploma through the official GED® Assessment

Passing the official GED® Assessment qualifies a person for a State of Florida High School Diploma. A student who successfully completes all requirements and receives a diploma issued by the Florida Department of Education shall be considered a high school graduate. Orange County high school diplomas will not be issued to students in lieu of the State of Florida high school diploma.

(14) Adult High School Credit Program

Students entering the Adult High School Credit Program will have previous high school transcripts evaluated by an adult high school certified school counselor prior to enrollment. Certified school counselors will then make recommendations for program placement based on previous credits, assessment results, and student goals. Except as provided elsewhere in law, the graduation requirements for adults shall be the same as those for secondary students.

(15) Requirements for an Adult High School Diploma

- (a) Students entering adult high school whose ninth grade cohort has not graduated must meet the graduation requirements based on the year that the student entered ninth grade.
- (b) Students entering adult high school after their ninth grade cohort has graduated or who are not part of a ninth grade cohort must meet the current twelfth grade cohort graduation requirements that are in effect for the year they enter high school. [Rule 6A-6.020, F.A.C.](#)

- (c) For students entering the ninth grade in the 2000-2001 school year and thereafter, the high school graduation GPA shall be based on all courses taken unless the grade has been forgiven by retaking the course. The forgiveness of required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher by retaking the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher by retaking the same or comparable course or another elective course. Any course grade not replaced according to this forgiveness policy must be included in the calculation of the cumulative grade point average for graduation.

(16) High School Equivalency Diploma

- (a) Passing the GED®/2014 GED® examination may qualify a person for a State of Florida High School Diploma issued by the Florida Department of Education.
- (b) In order to qualify for a GED®/2014 GED® a student must be at least eighteen (18) years of age at the time of application unless individually waived for extraordinary circumstances by the district. Extraordinary circumstances shall include but not be limited to the following criteria for sixteen (16) and seventeen (17) year old students:
 - (i) Pregnancy or teen parent/guardian;
 - (ii) Sole supporter;
 - (iii) Medical, physical, or mental condition that interferes with school policies;
 - (iv) Credit deficiency;
 - (v) Multiple statewide assessment failures;
 - (vi) Homelessness.
- (c) In such a case, the applicant must have completed a career planning conference with the parent/guardian or guardian in attendance, must have submitted an official application including the approval signature of the parent/guardian or guardian and payment of the required fee for the GED®/2014 GED® exam. Applicants eighteen (18) years of age and older must submit an official application and pay the required fee.
- (d) A student who successfully completes all of these requirements shall be considered a high school graduate, but will not participate in high school graduation exercises and will not receive an Orange County high school standard diploma.

(17) Graduation/Promotion Exercises

OCPS Orange Technical College may conduct graduation exercises for those adult students who have successfully completed requirements for a high school diploma from Orange County or the Florida Department of Education, or for technical program completion certificates.

SPECIFIC AUTHORITY:

Sections 445.06; 445.07; 1000.03; 1000.36; 1001.03; 1001.41; 1001.42; 1001.43; 1002.20; 1002.3105; 1002.321; 1002.33; 1002.37; 1002.41; 1002.45; 1002.455; 1002.67; 1003.01; 1003.02; 1003.05; 1003.21; 1003.24; 1003.25; 1003.33; 1003.41; 1003.4156; 1003.42; 1003.4281; 1003.4282; 1003.4285; 1003.4295; 1003.433; 1003.436; 1003.437; 1003.455; 1003.492; 1003.498; 1003.56; 1003.57; 1003.5716; 1004.93; 1004.98; 1006.15; 1007.02; 1007.25; 1007.27; 1007.271; 1008.22; 1008.25; 1008.30; 1008.44; 1009.53; 1009.531; 1009.532; 1010.305; 1011.62; 1012.34, Florida Statutes

Rules 6A-1.094221; 6A-1.09432; 6A-1.09441; 6A-1.0955; 6A-1.0985; 6A-1.09941; 6A-1.09963; 6A-6.014; 6A-6.020; 6A-6.0201; 6A-6.0902; 6A-09022; 6A-6.0903; 6A-6.0904; 6A-10.0315; 6A-10.040, Florida Administrative Code

ADOPTED: 12/14/10

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4/2/2024