

Taylor County Schools Student Progression Plan 2026-2027



APPROVED

SEP 08 2026

By the Taylor County
School Board

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The School Board of Taylor County, Florida does not discriminate in admission or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law, regarding nondiscrimination. In addition, the School Board provides equal access to the Boy Scouts of America and other designated youth groups. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Disabled individuals needing reasonable accommodations to participate in and enjoy the benefits of services, programs, and activities of the School Board are required in advance to notify the administrator at the school/center at which the event or service is offered to request reasonable accommodations. Taylor County Schools ensures that lack of English language skills will not prohibit participation in any program, service, or activity, in alignment with Florida Department of Education requirements and federal law.

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STATUTORY REQUIREMENT

This Student Progression Plan follows all relevant Florida laws and State Board of Education Rules. The wording in this document reflects the latest legislative requirements and official terms as required by the State of Florida. The plan ensures that policies and procedures comply with state law, including sections 1001.42, 1003.25, 1008.22, and 1008.25 of the Florida Statutes, which relate to student progression, mandatory retention, promotion standards, and assessment criteria. Updates or changes to Florida law will be added to this plan as needed to stay current with legislative intentions and mandates. Along with Florida Statutes, this plan adheres to Florida Department of Education administrative rules, such as Rule 6A-1.094221 and Rule 6A-1.099811, so it aligns with state educational standards and accountability requirements.

Taylor County Schools Student Progression Plan
Subject to change based on Legislative requirements.

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MISSION STATEMENT

Our mission is to communicate with clarity, connect with purpose, and care with compassion in everything we do

VISION STATEMENT

Students in Taylor County Schools will receive a comprehensive and meaningful education designed to prepare them for college, future careers, and responsible citizenship.

OVERVIEW

The Student Progression Plan for the Taylor County School Board is developed and implemented in accordance with Board Policy, Florida Statute 1008.25, and the requirements of the Florida Department of Education. This plan establishes procedures to be followed and provides guidelines to ensure each student is given every opportunity to achieve academic success. It is designed to inform school personnel, parents, students, and other stakeholders about the requirements for student progression set forth by both state legislation and local school board policy.

The intent of the plan is to ensure grade placement decisions serve the best interest of each student. Promotion, retention, and special assignment procedures outlined in this document are designed to guarantee that every student is placed in an instructional program that supports their academic, emotional, social, and physical development, as required by both local and state policies.

This document includes an introduction, foreword, and seven sections describing the student progression plan for Taylor County Schools. Section I outlines the general procedures applicable to all grade levels, K-12, as required by state law and the Florida Department of Education. Section II details the specific standards and considerations for promotion at the elementary level. Section III addresses requirements for middle school progression, and Section IV covers high school standards. Section V describes requirements for adult students, while Section VI addresses exceptional student education. Section VII provides forms and sample documents used in student progression matters, ensuring compliance with current legislation and Florida Department of Education guidelines.

FOREWORD

The Florida State Legislature enacted the Educational Accountability Act of 1976, which requires that each school district in the state of Florida establish a comprehensive student progression plan that is consistent with the requirements outlined in Florida Statute 1008.25 and Florida Department of Education rules. This plan must ensure that all students have equitable opportunities to progress based on mastery of grade-level standards.

Florida Statute 1008.25, Student Progression, mandates that:

1. Each district school board shall establish a comprehensive student progression plan that is based upon an evaluation of each student's performance, including mastery of the Florida Standards adopted by the State Board of Education in English Language Arts, Mathematics, Science, and Social Studies.
2. The district student progression plan shall be aligned with local goals and objectives that are compatible with the State's plan for education. The plan must supplement the Florida Standards and comply with policies adopted by the State Board of Education. Other pertinent factors considered by the teachers before recommending that a pupil progress from one grade to another shall be prescribed by the district school board in its rules.
3. The district's comprehensive student progression plan utilizes assessment data (universal screening and ongoing progress monitoring) to evaluate the instructional effectiveness, identify students requiring additional support, and track the implementation and outcomes of interventions as required by Florida Statute 1008.25 and Florida Department of Education guidelines.

The Student Progression Plan has been developed in response to state accountability legislation and fulfills the requirements of both Florida Statute 1008.25 and School Board Policy. It ensures alignment with the most current legislative mandates and Florida Department of Education language.

SECTION I. GENERAL PROCEDURES FOR GRADES K-12

SECTION I. GENERAL PROCEDURES FOR GRADES K-12

RESPONSIBILITY

District standards for promotion are established in this Student Progression Plan. Student promotion in the Taylor County School District is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. Classroom teachers make a recommendation to the principal based upon the student's mastery of state and district skills and upon teacher judgment on the following: progress monitoring; standardized tests; assignments; daily work; general progress; Course Performance Standards; district proficiency levels and other objective data. The recommendation also should reflect the best professional judgment of the teachers regarding the student's ability to function academically, socially, and emotionally at the next grade level. Consideration may be given to other factors, such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.

Final authority for student progression decisions rests with the school principal as long as it abides by state mandates in certain grade levels. The principal may decide to promote the student to the next grade, to retain the student in the same grade, or to make an administrative placement to the appropriate grade level. This decision shall be based on assessment of the student's ability. On rare occasions, the principal may double promote a student, allowing him/her to skip a grade, or may demote a student. These are special circumstances and are discussed under Options in each section.

The principal or his designee shall make the final decision regarding a student's class and/or teacher assignment. Consideration shall be given to the student's achievement and ability. Principals' progression decisions must also adhere to state and federal legislation, including the requirements outlined in Florida Statute 1008.25 and the Florida Department of Education rules.

REPORTING STUDENT PROGRESS

The district shall report to the parents the student's results on each statewide assessment test. The student's progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics shall be reported to the student and his/her parent or legal guardian every nine weeks via the report card. The evaluation of each student's overall progress shall be based upon the student's classroom work, teacher observations, tests, district and state assessments, and other relevant information. *FS 1008.25(8)(a)*

The report card shall clearly depict and grade.

1. the student's academic performance in each class or course. This grade indicates the student's mastery of the State Academic Standards/Florida B.E.S.T. Standards and benchmarks at his/her assigned grade level and shall be based upon written papers, class participation, teacher observation, portfolio documentation, performance tasks, written and oral tests, and/or other academic performance criteria;
2. the student's conduct and behavior;
3. the student's attendance, including absences and tardies; and
4. the student's grade level performance (below, on, or above).

The student's final report card for a school year will include a statement indicating end-of-the-year status regarding credit accrual, promotion, or non-promotion, in accordance with Florida Statute 1008.25 and Florida Department of Education requirements.

Grade Level Performance/Placement Definitions:

Students working **below grade level** are using materials at least one-half year below their grade placement. Most of the instruction focuses on benchmarks from a lower grade level, and teachers should be able to communicate the grade level at which instruction is being provided. This designation is used only when a student's achievement level is too low to work toward accomplishment of grade-level appropriate standards and benchmarks. The school administrator must be involved in the decision to mark a student's instruction as "below grade level."

Students working **on grade level** are receiving instruction on appropriate grade-level standards using appropriate grade-level materials. The student may be receiving scaffolded support on various concepts, and some accommodation such as shorter assignments or more time on task may be in use.

Student working **above grade level** are enrolled in advanced courses or curriculum and should be provided enrichment activities/instruction to stimulate critical thinking, problem solving and communication skills.

REMEDATION

Each elementary, middle school, and high school will provide remediation for students who are unable to meet the state student performance standards and local objectives. Exceptional Education, At Risk, and ELL (English Language Learners) students are to be included in the remediation process.

Remedial programs at all levels should also provide for the effective development of the student, particularly regarding self-concept. More extensive explanations of remediation strategies are discussed in the elementary, middle, and high school sections of this document.

TIMING OF PROMOTION/RETENTION

Most students will be retained, promoted, or administratively placed at the end of the regular school year and will report to the newly assigned levels in the fall. A student who has been retained may be reassigned during the next school year to the next higher grade if the principal determines that standards have been met or, at the high school level, if required credits have been earned. Parents must be notified of any reassignment decisions and have the right to participate in discussions per FS 1002.20. All promotions deemed necessary during the school year will be made at the end of the first semester. All mid-year promotions and placements shall be reported in accordance with Florida Department of Education data reporting requirements. A student may also be placed back a grade level if (s)he has not previously been retained at that grade level and the principal determines that the child is not functioning effectively at the grade level assigned. Students who are retained in third grade for a reading deficiency may qualify for a mid-year promotion they meet the criteria outlined in FS 1008.25(6)(b) and FL DOE guidance.

(See "Mid-Year Promotions" in Section II.)

NOTIFICATION OF PARENTS

Parents or guardians and students are entitled to notification and full explanation of procedures and standards, as well as early involvement in a retention decision. Parents are informed of their student's progress through report cards, progress reports, conferences, letters, and reports of group standardized achievement test data. Parents of a third-grade student at risk may request the school to immediately begin collecting evidence for the portfolio. In accordance with FS 1002.20 and FS 1002.31, parents are entitled to timely notification of their child's academic status, potential retention, and rights to participate in educational decisions, including teacher assignment requests.

Report cards must clearly reflect the student's level of achievement, as well as progress toward meeting the State Academic Standards/Florida B.E.S.T. Standards. Parents should be able to assume that satisfactory grades in a regular program indicate that the student is achieving within an acceptable range for his grade-level placement and is making satisfactory progress toward mastery of the grade appropriate state standards. Any courses or programs which are remedial or designed for below-grade-level students must be clearly indicated to parents. It is also recommended that parents are notified when their children show significant improvement or exemplary achievement.

Progress Reports are to be sent to parent's midway through each nine-week period. At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative grade point average of less than 2.0 will be notified that the student is at risk of not meeting the graduation requirements. This notice will contain an explanation of district policies to assist the student in meeting the grade point requirement.

Parent conferences are a valuable avenue for reporting student achievement and progress, as well as for developing understanding and a cooperative approach to a student's educational program. If there is a possibility that a student might be retained at the elementary and middle school levels, the parents must be notified with a written academic alert and invited to a parent-teacher conference. Academic alerts will be sent to notify parents/guardians of students in danger of being retained the following year. For newly enrolled students, notification should be as soon as feasible. All parents notified of possible retention must be notified of the final decision at the end of the year. The school will keep a copy of all notification letters regarding possible retention.

Reports of student performance on tests administered in connection with the district and state assessment programs will be sent to parents with the final report card if test scores are available from the state at that time. Accompanying the parent report, there should be an explanation of the type of test scores presented.

According to FS 1002.2, parents of public-school students may be accompanied by another adult of their choice at any meeting of school district personnel. At the conclusion of the meeting, the parents and the school district personnel attending shall sign a document stating whether any school district personnel have prohibited, discouraged, or attempted to discourage the parents from inviting a person of their choice to the meeting.

Additional methods of notification are discussed more extensively in the elementary, middle, and high school sections of this document.

CHOICE & STUDENT/PARENT RIGHTS

- Each school district must have a plan in place that allows parents to enroll their child in any school in the state, including a charter school that has not reached capacity. (Section 5; page 19; amends 1002.31, F.S.)
- Requires districts to outline and publish a process for parents to request a teacher change. (Section 19; page 93; creates s.1003.3101, F.S.)
- Authorizes parents of students assigned to an out-of-field teacher to request an in-field teacher if an in-field teacher is available and the assignment does not exceed class-size limits. (Section 30; page 141; amends s 1012.42, F.S.)
- Revises requirements for the district notification to students of their right not to say the pledge. (Section 39; page 155; amends 1003.44, F.S.)

GRADE PLACEMENT FOR TRANSFER STUDENTS

Any student who transfers from an out-of-state public or non-public school for admission to Florida public schools shall be admitted upon presentation of the data below:

1. An official letter or transcript from proper school authority which shows records of attendance, academic information, and grade placement of the student;
2. Evidence of immunization against communicable diseases as required in FS 1003.22; per the most recent Florida Department of Education guidance and Department of Health requirements.
3. Evidence of date of birth in accordance with FS 1003.21, per the most recent Florida Department of Education guidance.; and
4. Evidence of a medical examination completed within the last twelve (12) months in accordance with FS 1003.22
5. Children and unaccompanied youth who are experiencing homelessness known to the Department of Education as defined in FS 39.0016, per the most recent Florida Department of Education guidance, shall be given a temporary exemption for 30 days.

The grade placement and credit transfer of students transferring into the school will be determined in accordance with the latest Florida DOE guidance and may utilize approved assessment tools for academic and social-emotional evaluation.

HOME EDUCATION

Students transferring into Taylor County School District from a non-accredited home education program must present an annual evaluation as defined in Section 1002.41, F.S.

Students transferring into the school district from a home education program will be placed using the following guidelines: Homeschool students wishing to enroll in ninth grade will need to provide documentation of their completion of middle school core course requirements as outlined by FLDOE.

1. Demonstrate mastery of English Language Arts and Mathematics student progression standards as identified by the State of Florida as evidenced by district approved progress monitoring assessments.
2. Placement decisions will be made according to the student's satisfactory demonstration of previous school performance, scores on norm referenced tests and other pertinent information provided by the parent. A review committee, including the principal, can recommend grade placement based on a portfolio of work and a current Florida certified teacher recommendation. Grades from the first grading period will be reviewed to assess mastery of previous years' home school courses (70% or better). All students new to the Taylor County School District will be assessed within twenty school days. (See Section VII: K-8 Grade Placement Assistance Form).

Credit for all students transferring into the high school program from a home education program will be granted according to the following procedures:

1. Home education students seeking a Taylor High School diploma must be enrolled at Taylor High School for the entire second semester of their senior year. The process for determining credits and grade placement should begin by June 1 prior to the next school year. Credits will be validated only after the student is enrolled at Taylor High School and grades from the first grading period can be reviewed to assess mastery of previous years' home school courses (70% or better).

2. Students can submit a portfolio of work completed for courses equivalent to courses in the Florida Course Code Directory. Parents/guardians must provide a written recommendation of grade placement from a current Florida DOE certified teacher (including certificate number). A portfolio review committee will make recommendations to the principal to determine if the work submitted warrants putting the student in the recommended grade. Recommendations will be based on evidence of the completion of state course performance standards for each course.
3. Credits will be validated after the first grading period; the student must maintain a 2.0 GPA or higher at the end of the first grading period on each course that could be considered sequential to validate the prior course. Student performance in grades 9 through 12 may be validated through the administration of a district approved norm-referenced test to ensure appropriate grade placement and assignment of credits toward graduation.
4. Students will receive a “Pass” (P) grade for all validated home school courses submitted unless from an accredited institution. These grades will not factor into the grade point average.
5. Twenty-four credits in the areas specified by the Taylor County School Board and a 2.0 GPA (Option 1) or eighteen credits and the required GPA if the student qualifies (Option 2) are required for graduation. (*See Section IV. Special Considerations for High School Students*).
6. Students must pass the Reading and Math sections of the Florida required assessments or other accepted tests plus specified End of Course Exams and all other requirements to receive a standard high school diploma.
7. Home education students may participate in dual enrollment, career and technical dual enrollment, and early admission. Administrator permission must be given to enroll in classes at a district school site.
8. Home education students may not participate in graduation ceremonies at Taylor High School.

Any student who withdraws from TCSD and enrolls in homeschool must complete the semester for which they are enrolled prior to returning to the TCSD. Upon re-enrolling the student must provide the following documentation.

1. A Florida certified teacher (Certified teachers must hold a regular teaching certificate, not a temporary teaching certificate) chosen by the parent/guardian may evaluate the child’s progress based on the review of the portfolio and discussion with the student; or a transcript of grades for completed courses.

FLORIDA VIRTUAL SCHOOL

The school district contracts with approved Virtual School providers to provide full, or part time virtual programs in grades K-12 for students who qualify. All students enrolling in a virtual school must do so in conjunction with the Taylor County School District.

FLVS students that do not complete the required virtual curriculum at the recommended rate will be placed on probation and must comply with the Taylor County School District Attendance Regulations outlined on the next page.

Parents re-enrolling students into the Taylor County School District must bring documentation of the student's withdrawal from the virtual school before the student can re-enter the school district.

Students attending the district operated virtual school must meet the following guidelines:

1. Students who are retained virtually due to lack of performance will have to return to one of the district schools.
2. High school counselor will review and approve courses for the virtual school 9 – 12 graders, in accordance with the Florida Course Code Directory and graduation requirements established by the FL DOE.
3. Virtual students must meet all graduation requirements established by the Florida Department of Education and the Taylor County School Board, including completion of courses listed in the Florida Course Code Directory.

ACCELERATION OPTIONS

Taylor County Schools provides ACCEL (Academically Challenging Curriculum to Enhance Learning) options in accordance with s. 1002.3105, F.S., including whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program (CAP) as specified in s. 1003.4295, F.S.

K-12 Students are offered ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program under s. 1003.4295, F.S.

Taylor County Schools may also offer options that include, but are not limited to, enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum. Student performance criteria will be used to determine eligibility for accelerated curriculum options. Parents may also complete a Student Performance Contract to request participation. Parents and guardians will be notified annually of available ACCEL options and the process for requesting participation.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

1. **Available Options:** Academically challenging curriculum or accelerated instruction will be available for eligible students in grades K-12. Each school will offer:

- a. Whole-grade and mid-year promotion
- b. Enrichment programs
- c. Subject-matter acceleration
- d. Virtual Instruction in higher grade level subjects

- e. Credit Acceleration Program (CAP) as specified in s. 1003.4295, F.S.
- f. Enriched science, technology, engineering, and mathematics (STEM) coursework
- g. Rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.492 and 1008.44
- h. Work-related internships or apprenticeships

The Florida Department of Education's Bureau of Curriculum and Instruction website provides technical assistance related to student and course advising, student progression, and graduation requirements at <http://www.fldoe.org/bii/>

2. Eligibility Options: The eligibility requirements for ACCEL Options include:

- a) demonstrate exceptionally high achievement in grades and daily performance;
- b) demonstrate mastery of all standards if a grade level is to be by-passed.
- c) score a Level 5 on the current FSA Progress Monitoring in reading and math, for students in grades 3-6 or exhibit a similar score on an approved equivalent test;
- d) score a 90% or higher on a district approved standards-based test or placement tests;
- e) been in attendance at school for 95% of the time for the previous year;
- f) have no Ns or Us in conduct for the previous year;
- g) recommendation by a core-curricula teacher;
- h) Kindergarten and first grade students must meet the age requirements set forth in 1003.21, F.S.

3. Parent Request for Participation in ACCEL Options

Requests by parents for ACCEL Options shall be referred to the school principal by July 15th. After receiving the request, the school principal shall confer with and review information from appropriate school personnel who are involved with the student, included but not limited to, the student's teacher(s), the principal, and the guidance counselor. If a student participates in an ACCEL option by parent request, a performance contract must be executed. If the ACCEL option chosen is assignment of a pupil to a higher grade, which results in the student skipping a grade or part of a grade, the student's cumulative guidance record and report card should indicate "Accelerated Placement in Grade___", major reason(s) for the assignment, and the name of the principal who has the responsibility for final grade placement decisions.

STUDENT RECORDS

At any time that a decision is made to promote, retain, or administratively place a student, that decision shall be recorded in the student's cumulative record and copies of any correspondence with parents regarding these decisions shall be maintained, as a digital record in FOCUS.

ATTENDANCE REGULATIONS

The Legislature finds that poor academic performance is associated with nonattendance and that school districts must take an active role in promoting and enforcing attendance as

a means of improving student performance. The Legislature finds that early intervention in school attendance is the most effective way of producing good attendance habits that will lead to improve student learning and achievement.

Attendance procedures shall be carried out in accordance with Taylor County School Board Rule 5.02, Florida Statute 1003.26, and the Code of Student Conduct and Attendance Policies.

1. According to FS 1003.26, any student between the ages of 6 and 16 is within compulsory school attendance age requiring regular school attendance. Parents of a child within the compulsory school attendance age shall be responsible for such child's attendance as required by FS 1003.26. It is understood that ALL students will be subject to the stipulations within this attendance policy. Attendance is required of all students for at least 180 days of instruction, or the equivalent as provided by law, except for absences which are excused or as otherwise provided by law.
2. Attendance is defined as the actual presence of a student at school or away from school on a school day engaged in an educational activity that constitutes a part of the school-approved instructional pupil program.

Policies Governing K- 12 Attendance

Absence is defined as the non-attendance of a student on days that school is scheduled to be in session. Absences may be defined as excused or unexcused in accordance with local policy.

Excused Absences

In compliance with Florida School Laws, the Taylor County School Board recognizes excused absences as those resulting in the following:

- *Absence resulting from sickness, injury or other insurmountable conditions or participation in an approved academic program or class;*
- *Participation in the observance of a religious holiday or in religious instruction;*
- *Death in the immediate family of the student. (Immediate family is defined as parents, siblings, grandparents, aunts, and uncles, and in some cases, other persons in the household);*
- *Documented doctor or dentist appointments;*
- *Pre-excused educational/field trip; and*
- *Insurmountable weather conditions.*

Students who miss one (1) or more periods during the school day must, within three (3) school days, bring a note from a parent or guardian stating the reasons for that absence. Excused absences are described above.

Students returning to school after an excused absence shall have a time period equal to the number of days excused or a minimum of five (5) days, whichever is greater, to make up missed work. It is the student's responsibility to make arrangements with their teachers to complete the missed work. If reasonable doubt exists regarding a sickness or injury, the principal is authorized to require a statement from an accepted medical authority. Failure to comply with this requirement shall result in the absence being unexcused.

If a student fails to bring a note within three (3) school days after being absent, or if the reason is not a valid one, the student will receive an unexcused absence for the days/classes missed and the following rules will be in effect.

- In grades K through 12, students will receive credit on work made up from an excused absence, and will receive at least ½ credit on completed work missed during the unexcused absence; and
- Students with unexcused absences and determined to be truant or skipping are subject to disciplinary action.

Make-up Work:

When a student returns to school after an ABSENCE, missed work must be made up within a time period equivalent to the number of days absent or a maximum of five days, whichever is greater.

- When a student DOES NOT complete make up work within the required length of time specified above, a grade of “F/0” shall be assigned for missed work or any unfinished portion thereof.
- If a make-up period of an ABSENCE extends through the end of a grading period, the student shall be given a mark of INCOMPLETE (I) on the report card. This “I” must be removed before the end of the next marking period, either with a passing or failing grade or the withdrawal of the student due to excessive absences.
- Incomplete work carried over into a new marking period must be made up within the period equivalent to the number of days of excused absence.
- Marks of incomplete (I) must be removed at the end of the next marking period by assigning a numerical grade score between 0 and 100.

Monitoring of Absences

As outlined in FS 1003.26, upon each unexcused absence, or absence for which the reason is unknown the school principal, or his or her designee, shall contact the student’s parent to determine the reason for the absence. If the absence is an excused absence, the school shall provide opportunities for the student to make up assigned work and not receive an academic penalty unless the work is not made up within a reasonable time.

During the nine- (9) weeks grading period the following actions will take place:

- On the third absence, the student’s school will contact the parent.
- On the fifth absence, the student’s school will mail home a letter informing the parents of the five absences for the nine weeks and the consequences of such absences.

If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, the student’s primary teacher shall report to the school principal or his/her designee that the student may be exhibiting a pattern of nonattendance. As per F.S. 1003.26, habitually absent students will be referred to the Multi-Tiered System of Support Team and an attendance conference will be scheduled with the parents/guardians. Chronic absenteeism of 15 unexcused absences, or more, in a 90-day period shall result in referral to truancy court.

Exceptions to the Attendance Policy

1. Chronic or extended illness (must have a doctor's verification). Students suffering chronic illnesses –i.e., Asthma, Diabetes, etc. must submit to the Principal at the beginning of the school year a doctor's verification of the condition.
2. A note from the hospital, and/or physician must verify hospitalization.
3. Death in the immediate family requiring extended absence. (Parents/guardian written verification needed.).
4. Court subpoena (copy of court paperwork for verification).

Additional Policies Governing Grades 9-12 Attendance

The Legislature finds that poor academic performance is associated with nonattendance and that school districts must take an active role in improving student performance (F.S. 1003.26). The Legislature further requires local school boards to implement policies for “enforcing school attendance for all students subject to the compulsory school age in the school district and supporting enforcement of school attendance by local law enforcement.” (F.S. 1003.26) Therefore, the Taylor County School Board will require the following:

1. Any tardy, more than 10 minutes late, will be marked as “absent” for that class and will count in the above policy.
2. Pursuant to Section 322.091, Florida Statutes, students between the ages of 14 to 18 who have had 15 unexcused absences within a 90-day period will be reported to the Department of Highway Safety and Motor Vehicles (DHSMV). Such action will result in the suspension of the student's driver's license. These students will also be referred to for truancy.
3. Any student who does not meet attendance guidelines as a dual enrollment BBTC student will not receive high school credit.

HOSPITAL/HOMEBOUND GUIDELINES

The procedure to apply for Hospital/Homebound services begins with a parent/guardian getting a Hospital/Homebound referral form from the appropriate school personnel (principal or designee), getting it signed by a licensed physician, and returning it to the school guidance department. The doctor should include his or her license number on the referral.

1. The Hospital/Homebound classes will be determined at the staffing, a meeting which includes a counselor, teachers, parents, and the student (if possible). In most cases, a student's Hospital/Homebound coursework will be limited to the core academic classes (English Language Arts, math, social studies and science classes).
2. Students will be placed on Hospital/Home bound if eligibility criteria are met according to the Florida Statute. Services are only for students who will be out more than 15 consecutive days. Otherwise, makeup work will be coordinated through the school. A normal pregnancy does not constitute Hospital/Homebound services. A teen mother has up to six weeks of leave after giving birth, but this will not be considered Hospital/Homebound. The Teen Parenting liaison will coordinate getting makeup work for the student.
3. Hospital/Homebound students may not be working in paid or unpaid positions.

Multi-tiered System of Supports (MTSS)

The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. The MTSS is characterized by a continuum of integrated academic and behavior support reflecting the need for students to have fluid access to instruction and support of varying intensity levels. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students must be provided intensive explicit, systematic, and multisensory reading interventions” (F.S. 1001.215)

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity (tiers). Three Tiers describe the level and intensity of the instruction/interventions provided across the continuum.

Tier 3 - Intensive Individualized Interventions and Supports

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 2 - Targeted Supplemental Interventions and Supports

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 1 - Core Universal Instruction and Supports

General academic and behavior instruction and support designed and differentiated for all students in all settings

The three tiers are not used to describe categories of students, timelines, procedures, or specific programs.

DROP-OUT PREVENTION PROGRAMS

Drop-Out Prevention programs may be provided when they are part of the school board approved Comprehensive Drop-Out Prevention Plan. Any eligible student may be assigned to a drop-out prevention program by the school administrator following the recommendation of the screening and placement committee. The screening and placement committee shall make recommendations for assignment according to student eligibility criteria identified in the Comprehensive Drop-Out Prevention Plan for each type of program, and according to guidelines established in State Board Rules. Before assigning a student to a drop-out prevention program, the principal shall notify the student and her/his parent or guardian in writing. The parent or guardian of a student shall be entitled to an administrative review of any actions related to the placement of the student in the drop-out prevention program. All programs shall be positive rather than punitive in nature and shall constitute an intervention program for students who experience difficulty in the normal classroom environment. The emphasis

of the program shall be placed on meeting individual needs, academic as well as behavioral, shall include personal counseling, and shall be directed toward improving the student's self-image.

REQUIRED INSTRUCTION

Florida K-20 Education System Function, Mission, and Goal:

“...ensures students are prepared to be civically engaged” (F.S. 1003.03)

1. The history and content of the Declaration of Independence as defined in s. 1003.42(2)(a), F.S.
2. The history of the U.S. Constitution, the Bill of Rights and subsequent amendments as defined in s. 1003.42(2)(b), F.S.
3. The arguments in support of adopting our republican form of government, as they are embodied in most the most important of the Federalist Papers as defined in s. 1003.42(2)(c), F.S.
4. Flag Education as defined in s. 1003.42(2)(d), F.S.
5. The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts as defined in s. 1003.42(2)(e), F.S.
6. The history of the United States as defined in s. 1003.42(2)(f), F.S.
7. a. The history of the Holocaust (1933-1945) as defined in s. 1003.42(2)(g), F.S.
b. The second week in November shall be designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
8. The history of African Americans as defined in s. 1003.42(2)(h), F.S.
9. The history of Asian Americans and Pacific Islanders as defined in s. 1003.42(2)(i), F.S.
10. The elementary principles of agriculture as defined in s. 1003.42(2)(j), F.S.
11. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind as defined in s. 1003.42(2)(k), F.S.
12. Kindness to animals as defined in s. 1003.42(2)(l), F.S.
13. The history of the state as defined in s. 1003.42(2)(m), F.S.
14. The conservation of natural resources as defined in s. 1003.42(2)(n), F.S.

15. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- a. Injury prevention and safety.
- b. Internet safety.
- c. Nutrition.
- d. Personal health.
- e. Prevention and control of disease.
- f. Substance use and abuse.
- g. Prevention of child sexual abuse, exploitation, and human trafficking. Health Education as defined in s. 1003.42(2)(o)1., F.S.

16. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. Health Education as defined in s. 1003.42(2)(o)2., F.S.

17. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. Health Education as defined in s. 1003.42(2)(o)3., F.S.

18. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- a. Self-awareness and self-management.
- b. Responsible decision making.
- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other viewpoints and backgrounds.
- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation. Health Education as defined in s. 1003.42(2)(o)4., F.S.

19. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet. Health Education as defined in s. 1003.42(2)(o)5.a., F.S.

20. Hispanic contributions to the United States as defined in s. 1003.42(2)(q), F.S.

21. Women's contributions to the United States as defined in s. 1003.42(2)(r), F.S.

22. The nature and importance of free enterprise to the United States economy as defined in s. 1003.42(2)(s), F.S.

23. Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9)., F.S. Civic and character education as defined in s. 1003.42(2)(t), F.S.

24. a. In order to encourage patriotism, the sacrifices that Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

b. The history and importance of Veterans' Day and Memorial Day. Such instruction may include two 45-minute lessons that occur on or before the respective holidays.

s. 1003.42(2)(u), F.S.

25. The history of communism as defined in s. 1003.42(2)(v), F.S.

SPECIAL PROGRAMS:

Title I (Part A)

Title I, Part A, is a federally funded program that provides supplemental resources to improve teaching and learning for students in schools with high concentrations of poverty, ensuring all students have the opportunity to meet challenging state academic standards. Title I schools receive an allocation and develop a plan for utilizing these funds to best address their individual needs, aligned with state, district, and school-wide reform initiatives. Eligible schools operate schoolwide programs, allowing all students to benefit from Title I resources. Title I programs are implemented at Taylor County Primary School, Taylor County Elementary School, Steinhatchee School, Taylor County Middle School, and Taylor County High School.

SECTION II.
SPECIAL CONSIDERATIONS FOR
ELEMENTARY SCHOOL STUDENTS

SECTION II. SPECIAL CONSIDERATIONS FOR ELEMENTARY SCHOOL STUDENTS

STUDENT PROGRESSION – ELEMENTARY (K-5)

Student progression decisions are the responsibility of the school principal. The options available to the school principal are related to the student's academic achievement and the student's ability, academically, socially, and emotionally, to handle the rigor of the next grade. Teacher recommendation, which reflects teacher judgment concerning standardized test results, classroom performance, and documentation of student work are considered. Options for student progression at the elementary level (K-5) include:

1. **Promotion to the next grade –**
The student has met all of the requirements for promotion and demonstrates proficiency in English Language Arts, mathematics, and science. **Note: There are mandatory state requirements for promotion to 4th grade.**
2. **Retention at the same grade level-**
The student has not met all of the requirements for promotion and has not demonstrated proficiency in reading, writing, mathematics, and/or science. **Note: There are mandatory state requirements for retention in 3rd grade.**
3. **Promotion with Good Cause-**
Although a student may not have achieved all performance levels for regular promotion, conditions may exist that make retention more adverse to student progress than a promotion. Under such circumstances a student may be promoted with "Good Cause."

ADMISSION

To be **admitted to public schools in Florida**, a student must provide the following data:

1. Evidence of date of birth in accordance with FS 1003.21;
 2. Evidence of immunization against communicable diseases as required by FS 1003.22;
- PreK through 5th graders must have:**

- 4-5 doses of DTP or DtaP, and
- 3-4 doses of polio, and
- 1 dose of MMR and a second measles or MMR

PreK through 4th graders must also have:

- Hepatitis B (3 dose series)

Kindergarten through 1st graders must also have:

- 1 dose of Varivax (chicken pox vaccine) or documentation of disease.

TAYLOR COUNTY POLICY DOES NOT GRANT A 30-DAY EXTENSION TO OBTAIN REQUIRED IMMUNIZATIONS. All necessary documents must be presented for admission.

3. Evidence of a medical examination completed within the last twelve months in accordance with *FS 1003.22*; and
4. Evidence of residence of the child's custodial parent or legal guardian at an address within the attendance area of the school to which admission is requested **or** an approval from the school board for reassignment in accordance with Taylor County School Board Policy 2.21.

Kindergarten Admission

Children who have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year (*FS 1003.21*).

Any student who transfers from an out-of-state school and who meets the admission age requirement for that state, but who does not meet regular age requirements for admission to Florida public schools may be admitted if the transfer of the student's academic credit is acceptable under the rules of the school board. Prior to admission, the parent or guardian must also provide the data required in the 6A-1.099822 FAC.

First Grade Admission

Any child who is six (6) years old on or before September 1 may be admitted to first grade if the child has been enrolled in kindergarten in a public school or has satisfactorily completed the requirements for kindergarten in a nonpublic school. Students who have attended kindergarten in a non-accredited school shall meet the same requirements for entry as students in a home education program, as well as meet the age requirement.

Students who have satisfactorily completed kindergarten in states where the entry age to kindergarten is lower than that of the state of Florida will be admitted to first grade unless the principal determines the child is not able to function at that level due to academic, emotional, or social factors. (*FS 1003.21*)

Children who enter public school for the first time in first grade shall be administered a district grade level screening assessment adopted for use in first grade.

GRADING SCALE

The following grading scale will be used for core courses in grades K-5:

<u>Grade</u>	<u>Percent</u>	<u>Definition</u>
A	90-100	Outstanding progress
B	80-89	On grade progress
C	70-79	Average progress
D	60-69	Lowest acceptable progress
F	0-59	Failure
I	0	Incomplete

The following grading scale will be used in special area classes (P.E. Art, Drama. Music) and conduct:

<u>Grade</u>	<u>Definition</u>
S	Outstanding Progress
N	Needs Improvement
U	Unsatisfactory
I	Incomplete

PROMOTION REQUIREMENTS

FS 1008.25 Public school student progression; remedial instruction; reporting requirements.

(1) INTENT - It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon satisfactory performance in English Language Art, social studies, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress.

Several elements are to be considered in the promotion of students. Among these are mastery of academic content, social/emotional maturity, study habits and work skills. Any student who fails to meet the criteria for proficiency in English Language Arts, or math is eligible for remediation and may be retained. All students in the standard diploma curriculum are expected to participate in district and state testing. The district reading curriculum is based on the Benchmarks for Excellent Student Thinking (BEST) Standards and utilizes a researched-based basal text. The description of proficiency and requirements for regular promotion for each grade level are defined in the lists that follow.

Kindergarten to First Grade:

Student shall show satisfactory progress in English Language Arts and Mathematics, as evidenced by grades of 60% or above on the report card, scores level 2 or above on the FAST STAR for English Language Arts and Math, and teacher/ administrator input.

First Grade to Second Grade:

Student shall show satisfactory progress in English Language Arts and Mathematics, as evidenced by grades of 60% or above on the report card scores level 2 or above on the FAST STAR for English Language Arts and Math, and teacher/ administrator input.

Second Grade to Third Grade:

Student shall show satisfactory progress in English Language Arts and Mathematics, as evidenced by grades of 60% or above on the report card scores level 2 or above on the FAST STAR for English Language Arts and Math, and teacher/ administrator input.

Third Grade to Fourth Grade:

Florida law says that third graders who score at Level 1 in reading on the required Florida State Standardized Assessment (Florida Assessment of Student Thinking (FAST)-ELA must be retained (not promoted to fourth grade). However, children who demonstrate the required reading level through a state-approved alternative standardized reading test can be granted a good cause exemption and be promoted to fourth grade. TCES 3rd graders scoring a Level 1 on the FAST ELA and unable to demonstrate the required reading level on the alternative standardized reading test will be given an opportunity to attend our Summer Reading Camp.

NOTE: If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on PM 3 of the Florida Assessment of Student Thinking (FAST) progress monitoring in reading for grade 3, the student must be retained. FS 1008.25(5)(b). (See section on "Third Grade Progression Guidelines")

Fourth Grade to Fifth Grade:

4th grade students may be retained based on teacher/ administrator input, overall grades, and scores on the FAST for English Language Arts and Math.

Fifth Grade to Sixth Grade:

5th grade students may be retained based on teacher/ administrator input, overall grades, and scores on the FAST for English Language Arts and Math.

REMEDIATION AND DIAGNOSTIC TESTING

FS 1008.25 (4) Assessment and Remediation

Each student must participate in the statewide, standardized assessment program, including the coordinated screening and progress monitoring system, as required by s. 1008.22, F.S. *Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.*

A student must receive targeted instructional support, including evidence-based interventions, if the student does not achieve a Level 3 or above on the statewide, standardized assessment in English Language Arts or Mathematics, or as indicated by screening and progress monitoring results. Diagnostic assessments, as approved by the Florida Department of Education, must be administered to determine specific areas of need and inform intervention strategies. Available diagnostic tests include, but are not limited to:

- STAR Math and/or Reading
- TopScore/Write Score Gr. 1-5 Portfolio Entry
- Exact Path Diagnostic

The parent or guardian of any student who exhibits a substantial deficiency in reading, in grades K-3, based upon screening, diagnostic, progress monitoring, or assessment data, must be immediately notified in writing of such deficiency, the current services being provided, proposed supplemental instructional supports and interventions, and the implications for promotion.

Receiving schools must ensure that students newly enrolled in the district are assessed within 30 school days using the coordinated screening and progress monitoring system and state-approved diagnostic assessments to determine academic needs.

GOOD CAUSE PROMOTION TO GRADES OTHER THAN FOURTH

(See "Good Cause Promotion to Grades Other Than Fourth" form in Section VII. Student Progression Forms.)

NOTE: There are mandated state requirements for promotion from 3rd grade to 4th grade.

See Third Grade Progression Guidelines beginning on page 32.

Good cause for promotion to grades other than fourth may exist for students who fail to meet the specified requirements if documented evidence indicates that the student is meeting some performance levels for student progression and it is in the student's best interest to be promoted. Documented evidence includes student performance on district norm-referenced tests, state assessments, classroom tests, classroom assignments, ongoing progress monitoring, IEPs, report cards, alternative assessments, or student portfolios. Students served in Exceptional Student Education Programs whose IEPs and English Language Learner students whose ELL plans document that they are not required to meet the state or district levels of performance may also be exempt from required performance measures.

Any one of the following criteria can be used to determine if a good cause promotion is warranted for progression to any elementary grade except for fourth if the student:

1. is an English Language Learner (ELL) student who has had less than two years of instruction in an English Language Learner (ELL) program.
2. is a student with disabilities whose Individual Education Plan (IEP) indicates exemption from statewide standardized assessment, as documented in accordance with FL DOE rules.

3. is a student who demonstrates an acceptable level of performance on a norm-referenced standardized reading assessment.
4. is a student who demonstrates mastery of grade-level Florida B.E.S.T. Standards in reading, as evidenced by a portfolio showing performance at or above Level 2 on the statewide standardized assessment.
5. is a student with disabilities who participated in the required state assessment and who has an Individual Education Plan (IEP), or a Section 504 plan that reflects that he/she has had intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained.
6. is a student for whom the Multi-Tiered System of Support Team recommends that conditions exist which would cause this student to be more successful in the next grade and/or that retention would be more adverse than promotion.
7. is a student who has received intensive reading intervention for two or more years and was previously retained in Kindergarten, grade 1, grade 2, or grade 3 for a total of two years. SB 850, Section 22 also prohibits a student from being retained in grade 3 more than once.

Promotion for good cause shall be documented. The student shall have received intervention as determined by the school Multi-Tiered System of Support Team, and the student's progress shall have been monitored. The student's teacher shall submit the "Promotion for Good Cause" documentation to the principal and shall indicate that the promotion of the student is appropriate and is based upon the student's academic record. (See "Good Cause Promotion to Grades Other Than Fourth" form in Section VII. Student Progression Forms). The principal shall review and discuss the recommendation with the teacher and determine promotion or retention. If the principal determines that the student should be promoted, the principal shall make the recommendation in writing to the Superintendent. The Superintendent shall accept or reject the principal's recommendation in writing. The documentation form shall be placed in the student cumulative folder, and a copy shall be given to the Director of Instruction.

READING DEFICIENCY – INTENSIVE READING INSTRUCTION

Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments or statewide assessments conducted in Kindergarten or grades 1, 2, or 3, will be given intensive reading instruction immediately following the identification of the reading deficiency. Such students shall have their reading proficiency reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive instruction. This provision includes grade 4 good cause promotion students. Intensive instruction will be continued until the reading deficiency is remediated. This intensive instruction will include a combination of the following characteristics:

- Diagnosis/prescription targeted to specific skill development
- Variety of opportunities for repetitions (repeated exposure)
- Smaller chunks of text or content
- Guided and independent practice
- Materials specific to intensive instruction
- Skill development and practice integrated into all activities
- Frequent progress monitoring
- Criterion-based evaluation of success
- Other interventions as specified by the Response to Intervention Plan

Reading Deficiency and Parental Notification

(See "Parental Notification for Students in K-3 with Reading Deficiencies" letter in Section VII. Student Progression Forms.)

Section 1008.25 (5) (c), Florida Statutes, provides that Section 1008.25(5)(a) – Florida Statutes provides that any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3 or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. (c)The parent of any student who exhibits a substantial deficiency in reading, as described above must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading;
2. A description of the current services that are provided to the child;
3. A description of the proposed supplemental instructional services and support that will be provided to the child that are designed to remediate the identified area of reading deficiency;
4. That if the child's reading deficiency is not remedied by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;
5. Strategies for parents to use in helping their child succeed in reading proficiency;
6. That the required Florida Assessment(s) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion;
7. According to F.S. 1008.25, the district's specific criteria and policies for mid-year promotion for third graders that have had mandatory retention(s). Mid-year promotion means promotion of a retained student during the year of retention once the student has demonstrated the ability to read at grade level. The latest a mid-year promotion can occur is at the beginning of the second semester during the year of retention.

In addition, each elementary school, upon identification of a K-3 student's reading deficiency, shall consult with the parent regarding the ongoing progress of the student as required by the Response to Intervention plan.

If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained.
F.S. 1008.25 (5)

Documentation of notification of reading deficiency to individual parents with a description and explanation in terms understandable to the parent pursuant to FS 1002.20(11) shall be kept in the students cumulative folders, digitally in FOCUS.

"READ" INITIATIVE FOR STUDENTS IN GRADES K - 3

F.S. 1008.25 ((7)(b)(7)) Each district school board must implement a system for identifying K-3 students with substantial reading deficiencies and provide intensive, evidence-based reading interventions. The district must ensure that the interventions address all areas of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students identified as 'at risk' through state-approved assessments must receive targeted instruction designed to remediate deficiencies and prevent grade 3 retention. The district shall monitor progress frequently and adjust interventions as necessary. The goal of the 'Reading Enhancement and Acceleration

Development' (READ) Initiative is to ensure that all students achieve reading proficiency by the end of grade 3. Interventions must be delivered during regular school hours, in addition to core reading instruction, and may include supplemental programs approved by the Florida Department of Education.

The READ Initiative in Taylor County includes the use of a state-identified comprehensive core reading program (CCRP) that has been reviewed by the Florida Center for Reading Research and meets the following minimum specifications:

- Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level
- Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Provides scientifically- based and reliable assessment
- Provides initial and ongoing analysis of each student's reading progress
- Is implemented during the regular school hours (in addition to regular reading instruction)
- Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

THIRD GRADE PROGRESSION GUIDELINES

Good Cause Promotions to Fourth Grade

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Although a student may not have achieved all performance levels for regular promotion, conditions may exist such that retention would be more adverse for the student than promotion. Under these circumstances a student may be promoted with "good cause" from third to fourth grade. (See *"Good Cause Promotions to Fourth Grade" form in Section VII. Student Progression Forms.*)

The school district may only exempt students in grade 3 who demonstrate a continued deficiency in reading, as evidenced by performance on the required state assessments, from mandatory retention if they meet the good cause exemptions that are specified in *FS 1008.25*. Good cause exemptions in this case are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English Language Learner (ELL) program.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.

NOTE: The alternative standardized assessment to be used is the grade 3 reading portion of the SAT 10 or STAR 360 50%. The acceptable level of performance on the alternative assessments for grade 3 for the 2023-24 school year is to promote a student using the SAT 10 as an alternative assessment for good cause exemption, the grade 3 student scoring a Level 1 on the Reading state assessment must score at or above the 45th percentile on the 3rd Grade Reading portion. There must be at least 30 days between

alternate assessment administrations. The SAT 10 and STAR 360 are administered at the end of the Third Grade Summer Reading Camp.

4. Students who demonstrate, through successful completion of the state provided student portfolio samples, that the student is reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards or Florida's BEST Standards in reading equal to at least a Level 2 performance on the required state assessment that show mastery of 70% or more.

5. Students with disabilities who participate in the required state assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading but still demonstrate a deficiency in reading and were previously retained in kindergarten, grade 1, grade 2, or grade 3.

6. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive reading instruction for students so promoted shall include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.

Requests for good cause exemptions for students from the mandatory retention in third grade requirement shall include the following:

1. Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Documentation shall only consist of existing progress monitoring information, Individual Educational Plan (IEP) if applicable, report card, test scores, or student portfolio; and
2. Discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal shall submit the recommendation in writing to the district school Superintendent. The district school Superintendent shall accept or reject the school principal's recommendation in writing. The documentation form shall be placed in the student cumulative folder, and a copy shall be given to the Director of Instruction.

Summer Reading Camp

Third grade students who score below Level 2 on the Florida FAST English Language Arts Assessment are eligible for Summer Reading Camp. The camp must be offered at district-selected sites, and transportation must be provided. Enrollment priority should be given to students with the greatest reading deficiencies.

Summer Reading Camp is an intensive reading remediation course designed to meet the needs of students who do not score above Level 1 on the reading portion of the state assessment. Students are provided with the opportunity to demonstrate proficiency on the state-provided portfolio. At the conclusion of the Summer Camp program, students who do not hit the appropriate percentile score on the 4th Exact Path diagnostic (summer) will take the SAT 10, or another diagnostic as indicated in the district Comprehensive Evidence Based Reading Plan and approved by DOE.

If a third-grade student who scores Level 1 on the Florida FAST English Language Arts Assessment does not attend the Summer Reading Camp, the school shall give evidence of parental notification of the

student's need to attend Summer Reading Camp and document the reason for non-attendance. The student shall be retained unless the student meets one of the good cause exemptions and is determined eligible for promotion for good cause.

Mid-Year Promotions for Retained Third Graders

(See "Mid-Year Promotion to Fourth Grade" letter in Section VI. Student Progression Forms)

Mid-year promotion is defined as promotion of a retained student during the year of retention once the student has demonstrated the ability to read at grade level. The latest mid-year promotion can be considered is the beginning of the second semester of the school year. Mid-year promotion is only applicable to a 3rd grade student who meets **all** of the following criteria:

1. was retained as a result of a reading deficiency, but is working on grade level or above in mathematics;
2. has participated in intensive remediation for reading;
3. did not qualify for a Good Cause promotion;
4. demonstrates through portfolio or standardized assessment that he/she has attained a proficient (successful and independent, reading at or above grade level) level of reading as defined in the Student Progression Plan;
5. demonstrates the proficiency required to score at Level 3 on the grade 3 FAST English Language Arts as determined by the State Board of Education as documented in a student portfolio, and/or an average or above average score on a norm-referenced assessment; and
6. demonstrates achievement that provides a reasonable expectation that the student's progress is sufficient to master appropriate 4th Grade level reading skills.

A student who meets the above criteria for mid-year promotion is recommended for such by his/her teacher to the principal. The final decision for any promotion rests with the principal. Upon mid-year promotion, the appropriate notation is made in the district management information system, and the student is placed so that he/she can work at the new grade level. The student will take the Florida Assessment of Student Thinking for the new grade level assigned during statewide spring testing.

Notice to Parents of Third Grade Students Who Are Retained

(See "Parental Notification for Retained Third Grade Students" letter in Section VII. Student Progression Forms.)

Written notice will be given to the parent or legal guardian of any third-grade student who is retained. This notice must comply with FS 1002.20(15) and will:

- State that the child has not met the proficiency level required for promotion;
- Include the reasons that the child is not eligible for a good cause exemption;
- Include a description of proposed interventions and support that will be provided to the child to remediate the identified areas of reading deficiency *(See "Services to Third Grade Students who are Retained" – in the following section);*
- Be preceded by the notification of the student's reading deficiency as identified earlier in the school year;
- Inform the parents of the availability of a Summer Reading Camp if the retention occurs at the end of the regular school year.

- The parent's right to review and discuss the student's academic progress and intervention plan with school personnel.

Services to Third Grade Students Who Are Retained

Students who are retained in third grade will be provided with intensive interventions in reading to address their specific reading deficiencies as identified by a valid and reliable diagnostic assessment. Such interventions will include:

- Effective instructional practices
- Opportunity to participate in the district's summer reading camp
- Appropriate teaching methodologies necessary to assist those students in becoming successful readers
- Appropriate intensive materials

F.S. 1008.25 (7) Third grade students who score at Level 1 on FAST English Language Arts and who do not meet the criteria for any of the good cause exemptions will be provided the following:

- A review by the school's multi-tiered system of support team to address additional support and services needed to remediate the identified area(s) of reading deficiency. This should occur during the first part of the school year;
- Provision of a minimum of 90 minutes of daily, uninterrupted, Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies, which may include, but are not limited to:
 - Small group instruction
 - Reduced teacher-student ratios
 - More frequent progress monitoring
 - Tutoring or mentoring
 - Summer Reading Camp
 - Transition classes containing 3rd and 4th grade students
- Provision of one of the following:
 - Supplemental tutoring in scientifically research-based reading services includes tutoring before and/or after school. NOTE: This option does not require the district to pay for private tutors. Trained volunteers or school staff may be used.
 - A mentor or tutor with specialized reading training
- The opportunity to have a portfolio for good cause promotion. This portfolio shall contain evidence of mastery of benchmarks (as outlined under Good Cause Promotion to Fourth Grade, pages 18-19) as well as other information to inform parents and teachers of the student's proficiency, such as results of diagnostics and progress monitoring.
- In addition, retained third grade students should be provided with a high-performing teacher as determined by student performance data and the teacher's above-satisfactory performance appraisals.

Students In Third Grade with 2 Cumulative Retentions (Intensive Acceleration Class)

Students with two cumulative retentions, in third grade shall be assigned to an intensive acceleration class. *FS 1008.25 (7)*. This class shall:

- Be provided to any third grader scoring Level 1 on FAST English Language Arts who has a previous retention;
- Be reduced in size;
- Provide uninterrupted daily reading instruction for the majority of student contact time, and incorporate opportunities to master the fourth grade Sunshine State Standards in other core subject areas;
- Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement in one school year;
- Provide intensive language and vocabulary instruction using a scientifically research-based program;
- Include weekly progress monitoring measures to ensure progress;
- Administer the district adopted English Language Arts assessment;
- Report to the Department of Education on the progress of these students at the end of the first semester.
- Provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains while continuing to remediate the areas of reading deficiency.
- The district shall report to the State Board of Education, as requested, on the specific intensive reading intervention and supports implemented at the school district level.

Acceleration Options for Elementary Students

Public school students in grades K through 5 may be eligible for instruction acceleration courses based upon the criteria outlined in F.S. 1002.3105, Academically Challenging Curriculum to Enhance Learning (ACCEL) options.

District Timeline for Student Progression and Multi-Tiered Problem-Solving Activities (Elementary)

This timeline is aligned with current FL DOE statutes and guidance for the 2026 school year, including FAST ELA requirements, MTSS deadlines, and parental notification procedures.

Time Period	Activity	Tier/Audience	Responsibility
August	- Review student data at the school, classroom, and individual level - First assessment of STAR - Fill out and mail home letter for <i>“Parental Notification for Retained Third Grade Students</i> if not already done. Place copy in cumulative folder for documentation. - Includes development of PMPs and transition of MTSS students from previous year	Tier 1 All students/teachers	School administration, Classroom Teachers, Instructional Coaches
August/ September	- STAR - Review STAR data to plan for instruction.	Tier 1 All students	Classroom Teachers. Instructional Coaches
September	Note students on “Early Warning List” - Retained students - Levels 1/2 - FAST ELA assessment - Lowest Quartile - Students with failing grades at midterm - Previous year’s Tier 2 or Tier 3 students - Students reading below grade level - Students below the 50th percentile on district progress monitoring assessment **In accordance with F.S. 1008.25 and FL DOE guidance, parents of students in grades 3-5 who score below Level 3 on the FAST ELA assessment will be notified in writing of reading intervention programs and eligibility for Reading Scholarship Accounts within 30 days of receiving assessment results.	All students	Classroom Teachers; School Administration; Instructional Coaches
	MTSS process begins	Tiers 2 and 3;	School Administration
October – December	2nd schoolwide progress monitoring - Send home the “Parental Notification for Students in K-3 with Reading Deficiencies” with the first report card for students in grades 1-3 who demonstrate a reading deficiency (1002.20 (11) FS). Put copy in cumulative folder for documentation. - MTSS problem solving continues; Progress monitor students - Documented remediation using research-based materials takes place for those students as identified by the MTSS Team process (detailed in the Response to Intervention Handbook)	Tiers 2 and 3	Classroom Teachers; MTSS Team
December/ January	3rd schoolwide progress monitoring Review “Early Warning List.” A student should be referred to the school MTSS Team at any time a student is not making adequate progress on grade level.	Tier 1 and 2 All students	Classroom Teachers; Instructional Coaches

Time Period	Activity	Tier/Audience	Responsibility
January - March	• MTSS continues; • Progress monitor students • Students in danger of retention must be referred to MTSS. Grade K: Notice of Reading Deficiency goes home with 2nd 9 weeks report card. • Academic Alerts go home with 2nd 9 weeks report cards. This means that MTSS should have already begun. • occurred for these students.	Tiers 2 and 3	Classroom Teachers; MTSS Team
End of March (60 days prior to end of school)	Deadline for convening an MTSS review on a student.	Tier 3	MTSS Team
March /April		All students	Classroom Teachers; Instructional Coaches
April	• 4th schoolwide progress monitoring • MTSS Follow-ups and Wrap Ups. • Initial MTSS meetings should only occur if a new student moves into the school. Progress monitor students	Tiers 2 and 3	Classroom Teachers; MTSS Team
May	• Review student data (grades and progress monitoring) for final promotion/retention decisions. • Send home Summer Camp information for third grade students who qualify for Summer Reading Camp. • Send copies of Good Cause Promotion Letters to the • Director of Instruction. Maintain originals in cumulative folders. • Note students who are in the MTSS Team process and plan for transition of these students and their MTSS information to new teachers at the beginning of the next school year. **Final promotion and retention decisions will be made in accordance with F.S. 1008.25 and FL DOE guidance, ensuring all progress monitoring and MTSS documentation is completed and parental notifications have been issued.	All Students	Classroom Teachers

*Chart includes provision for Mathematics Remediation as outlined in F.S. 1003.4156(1) and F.S. 1003.428(2)(b)

SECTION III.
SPECIAL CONSIDERATIONS FOR
MIDDLE SCHOOL STUDENTS

SECTION III. SPECIAL CONSIDERATIONS FOR MIDDLE SCHOOL STUDENTS

ADMISSION AND PLACEMENT

All admission and placement requirements for Taylor County Middle School are governed by the Florida Department of Education and Florida Statutes (2026). Students must provide documentation as outlined below, consistent with the most recent FL DOE guidance and statutory updates.

1. Evidence of date of birth in accordance with *FS 1003.21*.
2. Evidence of immunization against communicable diseases as required by *FS 1003.22*.

All students must comply with entry-level requirements:

- 4-5 doses of DTP or DtaP, and
 - 3-4 doses of polio, and
 - 1 dose of MMR and a second measles or MMR
- 7th and 8th grade students must also have:
- Td (tetanus-diphtheria) booster (given within the past 5 years), and
 - second or third dose of Hepatitis B series

All necessary documents must be presented for admission.

(Please refer to homeless policy/ unaccompanied youth)

(See grade placement for transfer students.)

<u>TAYLOR COUNTY POLICY DOES NOT GRANT A 30-DAY EXTENSION TO OBTAIN REQUIRED IMMUNIZATIONS WHEN NEEDED</u>

3. Evidence of a medical examination completed within the last twelve months in accordance with Florida Statute 1003.22.

4. Evidence of residence for the student's custodial parent or legal guardian at an address within the attendance area of the school to which admission is requested, or approval from the school board for reassignment in accordance with Taylor County School Board Policy 2.21.

5. Evidence of promotion to the appropriate grade level based on previous school records and/or placement tests.

6. The following guidelines govern the enrollment of students into the middle grades of Taylor County, Florida:

- a. Any child who has been promoted or assigned to grades 6, 7, or 8 will be admitted to middle school.
- b. Students who have been expelled or recommended for expulsion in another school are addressed according to policy.

The Superintendent has the authority to assign a student to an alternative educational placement when such placement has been made or recommended in another school district.

FLORIDA COURSE DESCRIPTIONS AND STANDARDS

In accordance with 6A-1.09401 SBR, the B.E.S.T. Standards shall be the basis for the curriculum and instruction in grades 6 - 8. These benchmarked standards provide a broad curriculum base and describe what students should know and be able to do in grades 6-8 in the subjects of language arts, math, science, social studies, art, health/physical education, and foreign language will be included in the middle school curriculum. Appropriate instruction and assessment of mastery will be provided to assist students in the achievement of these standards. (1008.25(2)(a), Florida Statutes)

Florida Course Descriptions for Grades 6 - 12, Basic and Adult Education, which provides the essential content and course requirements for courses listed in the *Course Code Directory and Personnel Assignments for Florida Schools* will form the basis of instruction for each course. In order to successfully complete a course, a student must master these Course Descriptions and obtain a passing grade for the course. Methods for assessing mastery of these standards can be by observation, classroom work, homework assignments, and examinations, including mandated state EOC assessments. Certification of mastery of these standards will be a passing score in the course. The grading scale is as follows:

Instructional Plan: Updating Florida DOE Curriculum Standards Language for Grades 6-8

Guidance for School Administrators and Curriculum Planners

SECONDARY GRADING – MIDDLE SCHOOL

<u>Grade</u>	<u>Percent</u>	<u>Grade Point Value</u>	<u>Definition</u>
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
I	0	0	Incomplete

The annual course grade will be determined by the average of the nine-week grades. Students must have a minimum of a 60 average to pass the course. This includes reading, language arts, math, science, and social studies. In addition,

- Mastery of 70% of the B.E.S.T. Standards and grade level expectations will be attained by students functioning on grade level and maintaining a 60 average in each course.
- Middle school students enrolled in courses for high school credit shall be graded in accordance with the provisions of the high school section of this plan. (1003.43(1)(k) Florida Statutes)
- The yearly GPA is determined by averaging the final grade for each class. The final grade for each class is determined by multiplying the quality point value of the final class grade (A=4, B=3, C=2, D=1, F=0) times the length of the

course (Full year = 1.0; Semester = .5; Quarter = .25). All students must have a 2.0 GPA to be promoted to the next grade.

- Remediation and elective courses for middle school students will have numeric grades in these courses that will impact their GPA.
- The report card will clearly depict and grade: a student's academic performance in each class or course in grades 6 through 8 based on examinations as well as written papers, class participation, and other academic performance criteria; a student's conduct and behavior; and a student's attendance, including absences and tardiness (1003.33(1) Florida Statutes) The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. Schools shall not exempt any student 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 as a whole or in part to provide an exemption from any academic performance requirement. ((1003.33.(2) Florida Statutes)

GENERAL REQUIREMENTS FOR GRADES 6-8

The following courses or subjects shall be required in grades 6-8:

1. Three courses in mathematics, middle school level or higher. At least 1 high school level math course must be offered. (Algebra I is offered to eligible students entering 8th grade).
2. Three courses in language arts, which shall include experiences in reading, writing and speaking
3. Three science courses are required, which shall include instruction in life science, earth/space science, and physical science.
4. Three courses in social studies/civics, which must include the study of United States History and government, world geography, Florida history, and world history. Students will take a Civics EOC as part of the required state assessment.
5. One semester per year of physical education is required unless a waiver applies.
 - a) Remedial classes for deficient areas may be scheduled in place of the P.E. elective.
 - b) The P.E. requirement may be waived when one of the following is true:
 - The student is required to take remedial coursework.
 - The student requests and qualifies for band.
 - The student is participating in physical activities beyond the school day which meet or exceed the requirement.
6. A series of unified arts experiences shall be provided for student development, which may include, but is not limited to the following: art, music, agriculture, media, and technology education. Such experiences shall be regularly scheduled as possible in grades 6 through 8 when funds are available.

7. Comprehensive health education includes substance abuse prevention, acquired immune deficiency syndrome and communicable disease prevention, human growth and development, human sexuality and pregnancy prevention, and personal health and hygiene and shall also provide for instruction, where appropriate, that abstinence from sexual activity outside of marriage is the expected standard for all school age children; and abstinence from sexual activity is a certain way to avoid pregnancy, sexual transmission of acquired immune deficiency syndrome, and other communicable diseases which are transmitted sexually

HIGH SCHOOL CREDIT

Credit earned by an eighth grader in a course designated in the *Course Code Directory* as grade 9-12 may be used to satisfy high school graduation requirements.

Note: The grade for 8th grade students taking Algebra I will be part of their high school transcript. The SBE Forgiveness Policy applies to this course credit.

Grade Forgiveness – (Section 1003.428(5)F.S.)

Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” 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. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C,” “D,” or “F” or the equivalent of a grade of “C,” “D,” or “F.” In such case, the district forgiveness policy must allow 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 GPA. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

FLORIDA VIRTUAL SCHOOL (FLVS)

Florida law allows students to enroll in courses available through the Florida Virtual School and the school district shall award credit for successful completion of such courses. Students may access FLVS courses before, during, or after the school day as pre-approved by the Principal or designee and pre-arranged with the parent/guardian.

MIDDLE SCHOOL REQUIREMENTS FOR PROMOTION

Levels of Proficiency

The following requirements have been identified for promotion at each grade level:

1. In order to pass a course in grades 6 - 8, a student must earn a grade of 60 or higher and/or show mastery of 70% of the standards for the course (Curriculum Frameworks/Course Code Descriptions and Grade Level Expectations) as determined by teacher assessment utilizing a combination of any of the methods listed in this plan.
2. Any student in grades 6 – 8 must pass English language arts and mathematics and two of the other core courses (social studies, science.)
3. Satisfactory completion of a year-long course in the Middle School will be determined by averaging the two semester grades.
3. No student may be assigned to a grade based solely on age or other factors that constitute social promotion.
4. The Student Progression Plan will follow the guidelines of the District K-12 Comprehensive Reading Plan as approved by the Florida Department of Education.
5. Special considerations for Students with Disabilities who are in Exceptional Education Programs can be found in Section VI of the Student Progression Plan.

Additional Retention Considerations

Retention decisions shall be made by a committee made up of the principal/designee, the child's teacher, the guidance counselor, and the MTSS Coordinator.

The following criteria may be considered when a student is considered for retention:

- The student has not demonstrated satisfactory performance of the Grade Level Expectation/B.E.S.T. Standards/NGSS in the district's core curriculum for English language arts, mathematics, science, and social studies;
- The student does not meet state performance levels on Florida assessments; and
- The student is not making adequate progress.

PLACEMENT FOR A GOOD CAUSE

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Any student who has not met the district criteria for promotion may be exempted from retention due to "good cause." A record review will be conducted for target students. Following the review by the Good Cause Committee, parents will be notified of the placement of their child by the Good Cause Committee. Placement for good cause may be based on one or more of the following:

1. Classroom performance as evidenced by a student portfolio or a report card indicates the ability to apply grade level skills, and/or scored at a Level 2 or above on the Florida Assessment of Student Thinking.
2. The student demonstrated an acceptable level of performance on an alternative standardized assessment approved by the State Board of Education.
3. The student was classified as Limited English Proficient (LEP) for two or more years as recommended by the LEP committee.

4. The student experienced a recent traumatic experience that impacted his/her academic performance.
5. Promotion for Good Cause is to facilitate a placement to an alternative setting.

REMEDIATION

Students who do not meet the district levels of performance in reading, writing, mathematics or science or who do not meet the specific levels of performance on statewide assessments may be provided remediation or be retained. Various assessments will be used to identify the nature of the student's difficulty and areas of academic need. The district/school MTSS and the District Reading Plan will guide instructional decisions.

The professional judgment of school personnel will also be a part of determining if students need remediation in instances where there is insufficient or inconsistent data to support or deny the need for remediation. This evaluation of progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information, as provided in FS 1008.25. If a student is retained, it must be in a program different from the previous year's program.

The Department of Education has determined that the following options for remediation and retention are available:

- remediate before the beginning of the next school year and promote;
- promote and remediate during the following year with more intensive intervention and remediation strategies;
- retain and remediate in a different program.

MIDDLE GRADES INTENSIVE READING

During the school year students will be placed in an intensive reading class based on the most reliable and relevant student data. Ongoing Progress Monitoring data is reviewed throughout the school year. Placement of readers in either an intensive reading course or a reading class with interventions in which reading strategies are delivered shall be determined by diagnosis of reading needs and shall align with the requirements of the K-12 Comprehensive District Reading Plan.

EXCEPTIONS

Individual student exceptions (under highly unusual circumstances) can be made to the Middle School Education Plan. These exceptions will be made only with the approval of the MTSS Team, the Principal, and the Superintendent.

Alternate Educational Placements

The Taylor County School District has an obligation to provide instructional programs and an environment which enable students to progress faster and achieve higher scholastic levels. Recognizing that students possess diverse educational goals and learning styles, the district acknowledges the necessity for varied educational needs. To provide for these differences, the Taylor County School Board hereby authorizes and instructs the Superintendent to plan for and establish alternative educational programs, in accordance

with Florida Statutes and State Board of Education Rules, which provide for the needs of the differing school populations.

The following criteria will be used to determine placement for students who need an in-school alternate setting:

- Cumulative GPA below 2.0
- Prior school status. In or out of state.
- Student has previously been homebound / homeschooled.
- Recommended placement in lieu of (Policy 5610 Removal, out of school suspension, disciplinary placement, and expulsion of students)
- Recommendation for administrative placement.
- Approval from the principal is required

Parents will receive written notification and must attend a placement meeting regarding their child's placement in an alternative education program and any associated actions.

School administration has final determination of appropriate placement for every student. Statutory authority: F.S. 120.569; F.S. 120.57; F.S. 1002.20; F.S. 1003.02; F.S. 1003.32; F.S. 1006.07; F.S. 1006.08; F.S. 1006.09

Pathway to return to traditional educational setting

- 1) Students who are academically placed in the alternative education program will be evaluated at the end of the first and second semester.
- 2) Placement decisions for students with disabilities must be determined by the IEP Team.
- 3) The following criteria must be met:
 - The student must acquire and maintain at least a 2.5 cumulative GPA
 - The student must maintain a satisfactory behavioral record as exhibited by no referrals resulting in out-of-school suspension for the last nine weeks.
 - The student must have no more than five (5) absences for the last nine weeks.
 - Students must not have any failing core course grades for the last nine-weeks grading period.

SECTION IV.
SPECIAL CONSIDERATIONS FOR
HIGH SCHOOL STUDENTS

SECTION IV. SPECIAL CONSIDERATION FOR HIGH SCHOOL STUDENTS
FLORIDA COURSE DESCRIPTIONS AND STATE STANDARDS

Florida Course Descriptions for Grades 6 - 12, Basic and Adult Education, which provides the essential content and course requirements for courses listed in the *Course Code Directory and Personnel Assignments for Florida Schools* will form the basis of instruction for each course. In order to successfully complete a course, a student must master these curriculum frameworks and obtain a passing grade for the course. In order to successfully complete a course, a student must master these performance standards and obtain a passing grade for the course. Methods for assessing mastery of these standards can be by observation, classroom work, homework assignments, and examinations, including mandated state EOC assessments. Certification of mastery of these standards will be a passing score in the course.

The grading scale is as follows:

<u>Grade</u>	<u>Percent</u>	<u>Grade Point Value</u>	<u>Definitions</u>
A	90-100	4.0	Outstanding Progress
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress
D	69-60	1.0	Lowest Acceptable Progress
F	0-59	0	Failure
I			Incomplete

HOURLY CREDIT REQUIREMENTS

One (1) full credit for high school graduation is defined as a minimum of 135 hours (FS 1003.436) of instruction in a designated course which contains Student Performance Standards, or the equivalent of six (6) semester hours of college credit. The hourly requirement for one-half ($\frac{1}{2}$) credit is defined as one-half ($\frac{1}{2}$) the requirement of a full credit.

Courses will be defined as one (1) year, one (1) credit course, and as one (1) semester, one-half ($\frac{1}{2}$) credit course.

A student enrolled in a full year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half and the average of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in a passing grade. Instructional time is defined to include time spent in the classroom, time spent in activities related to affective development and/or motivation, orientation and testing of students and other activities related to educational goals including, but not limited to, cultural and/or educational programs or trips and enrichment or accelerated instructional activities.

Students will not be awarded any credit in courses for which there is an End of Course Exam until results of the EOC Exams are received, as these scores are weighed at 30% of the final grade.

Late or Delayed Enrollment of Students:

After the 12th day in a semester, a student who has not enrolled at Taylor County High School, or those enrolling after twenty (20) days from the first day of any school year, and who have not attended school elsewhere in the State of Florida or another state or jurisdiction during the school year of enrollment, may be recommended for placement in an online program.

State Mandated End of Course Exams

All students must take a written or performance-based end of course exam in the following courses: Algebra I, Geometry, Biology, and U.S. History.

CREDIT EARNED THROUGH OTHER PROGRAMS

Students currently enrolled at Taylor County High School may earn additional credit for promotion or for graduation beyond those credits obtainable during Summer School according to the following guidelines:

1. Signed prior approval of the principal or designee must be granted.
2. Students may not be enrolled in a course in another program in the same semester of that course in which they are currently enrolled at Taylor County High School.
3. Students desiring to earn course credit through other programs or other special summer programs sponsored by colleges and universities must apply for and receive School Board approval prior to enrolling in the program. Verification must be provided by such programs prior to enrollment that the course work includes state and district curriculum frameworks and B.E.S.T. Standards. Credit shall be awarded to the student upon verification of the student's successful completion of the course.
4. Florida law allows students to enroll in courses available through the Florida Virtual School and the school district shall award credit for successful completion of such courses. Students may access FLVS courses before, during, or after the school day as pre-approved by the Superintendent or designee and pre-arranged with the parent/guardian.
5. Home Education FLVS students will not receive a Taylor County High School diploma or participate in graduation ceremonies at Taylor County High School.
6. Transcripts will also be required for credits earned through approved dual enrolled postsecondary courses.
7. To meet the intention of Rule 6A-1.09442, Florida Administrative Code (F.A.C.), Process and Minimum Standards for the Award of High School Credit for Career and Technical Student Organization (CTSO) Participation. Beginning in the 2023-2024 school year, a student in grade 6 through 12 may be awarded one high school credit upon providing his or her school with verifiable documentation showing an accumulation of at least 135 hours of participation in CTSO activities that occur over the course of one or more academic years.

TRANSFER OF CREDITS

Credit for all students transferring into the high school program will be accepted if credit is earned in an accredited public school, an accredited private school, an accredited military school, an accredited correspondence school, or a home education program under the conditions set forth in the section on "Home Education Guidelines." Any student enrolling that is 1 or more semester behind in credits, is required to meet with Principal and enrollment committee to determine appropriate placement.

GRADES FOR ENTERING STUDENTS ENROLLED IN FEWER THAN SIX COURSES Rule 6A-1.09941

1. If a student enters school within the first nine weeks of a semester, the withdrawal grades for the courses taken will be provided to the teachers, who will factor them into the student's grades for the current semester courses. If the student has been enrolled in fewer than six courses and does not have grades to apply in the new course, the student may be placed in a study hall or participate in an approved online program as outlined by the Florida Department of Education's current guidelines (2026). All course placements must be made in accordance with FLDOE Rule 6A-1.09941, ensuring the student's academic progress and eligibility for credit.
2. If a student enters school during the second nine weeks of a semester, the student will not receive credit for the semester for the additional courses added to the schedule. This will not count against the grade point average but be recorded as "NG" (no grade).

HOME EDUCATION GUIDELINES

Homeschooled students **without transfer credits from an accredited source** may receive credit for coursework and a high school diploma under the following guidelines (F.A.C. 6A-1.09941): Homeschool students wishing to enroll in ninth grade will need to provide documentation of their completion of middle school core course requirements as outlined by FLDOE.

1. Homeschooled students seeking a Taylor County High School diploma must be enrolled at Taylor County High School for their entire senior year and earn 25% of the credits required for graduation from TCHS. The process for determining credits and grade placement should begin by June 1 prior to the next school year. Credits will be validated only after the student is enrolled at Taylor County High School and grades from the first grading period can be reviewed to assess mastery of the previous years' home school courses (70% or better).
2. Credits will be validated after the first grading period; the student must maintain a 2.0 GPA or higher at the end of the first grading period in each sequential required course in order to validate the previous course.
3. Students will receive a "Pass" (P) grade for all validated home school courses submitted unless from an accredited institution. These will not factor into the grade point average.
4. Twenty-four credits in the areas specified by the Taylor County School Board and a 2.0 GPA.
5. Students must pass both the English language arts and math sections of the specified Florida State Assessments, as required by the FLDOE for that specific graduation

- cohort, in order to receive a standard high school diploma unless otherwise specified under Section VI, Special Considerations for Exceptional Students for alternative pathways or waivers.
6. Homeschooling credits earned through an accredited institution will be accepted and treated as transfer grades. Official transcripts from the accredited institution must be submitted to Taylor High School to receive credit.
 7. Homeschooled students must be enrolled full-time in Taylor High School for the entire second semester of their junior year and the entire first semester of their senior year in order to be eligible for Valedictorian or Salutatorian.
 8. If a homeschooled student is approved to take a course at Taylor High School, he/she must attend that class full-time and is held to the Taylor County Attendance Policy. The student is only to be on campus for that class period or periods. The maximum number of courses a student can take in a semester is two.
 9. A homeschooled student may participate in extra-curricular activities and is required to register for and attend the class for an activity.
 10. Homeschooled students will not receive a Taylor County diploma, nor will they be allowed to participate in Taylor County High School graduation ceremonies. They may attend the Big Bend Technical College graduation ceremony if they pass the GED® in Taylor.

TAYLOR COUNTY VIRTUAL SCHOOL FULL TIME

1. Taylor County contracts with Florida Virtual School (BLC) to offer a virtual school as part of the Taylor County School District for grades K-12.
2. Taylor County contracts with FLVS PAEC is a full class schedule for 180 days that aligns with the Taylor County School District calendar.
3. Students are considered fully enrolled in this school (7004) and may participate only in Taylor County School District activities.
4. Taylor County PAEC students will not receive a Taylor County High School diploma, nor will they be allowed to participate in Taylor County High School graduation ceremonies.

GRADE FORGIVENESS PROCEDURES

The following criteria will be used for grade forgiveness. Any course grade not replaced according to these guidelines must be included in the calculation of the cumulative grade point average required for graduation.

Required Courses:

1. Only a final grade of “D” or “F” can be forgiven. (Exception: A high school credit course taken in grades 6-8 may be retaken if the student made a “C”, “D”, or “F” in the course.) The higher of the two grades will be used and the lower grade forgiven.
2. A Level 2 course may forgive a Level 3 course of the same course title only (i.e., a subsequent grade in Geometry can forgive a “D” or an “F” in Geometry Honors, but not in Trigonometry). No Honors or Advanced Placement weighted bonus points will be awarded for a non-weighted replacement class.
3. A Level 1 course may not forgive a Level 2 or a Level 3 course (i.e., Pre-Algebra does not forgive Geometry).

Elective Courses

A grade of “D” or “F” in an elective course may be forgiven by earning a passing grade in another elective course when a grade of C or better is earned. For example, a subsequent grade in Sociology may forgive a grade of “D” or “F” in Psychology, or a subsequent grade in Art 3D Comp I may forgive a grade of “D” or “F” in Music Appreciation.

Taylor County Credit Recovery Grade Forgiveness

1. A student may not use credit recovery or any other grade forgiveness for a semester grade if the final yearlong grade is “C” or higher for that class.
2. Once a credit recovery course is passed (inclusive of the EOC score) a credit will be awarded but grade forgiveness of a “D” or “F” will only apply if a grade of “C” or better is earned in the credit recovery course.

PROMOTION REQUIREMENTS - 24 CREDIT STANDARD DIPLOMA (OPTION I)

NINTH GRADE TO TENTH GRADE

- A minimum of five (5) credits earned in Grade 9. Including an English credit, Science credit, a Math credit, and Personal Finance and Money Management earned during their 9th grade year.

TENTH GRADE TO ELEVENTH GRADE

- A minimum of eleven (11) credits including eight core credits. Core credits must include two (2) English credits, two (2) Science credits, one (1) Social Studies credit and two (2) Math credits.
- A minimum 2.0 unweighted GPA

ELEVENTH GRADE TO TWELFTH GRADE

- A minimum of twelve core credits. At least three (3) credits must be earned in English, three (3) Math, two (2) Science, two (2) Social Studies
- 2.0 unweighted cumulative grade point average.

NOTE: Upon completion of all promotion requirements, students who are behind their graduating class will be promoted at the end of the first semester of the school year if they have completed the necessary credit recovery coursework and it is academically in the best interest of the student.

Standard Diploma Requirements Include:

- Twenty-four credits earned in Grades 9-12 as specified in the Student Progression Plan
- Satisfactory performance on the 10th grade Florida’s Assessment of Student Thinking (FAST in English Language Arts and on the required Algebra I EOC
- A 2.0 cumulative grade point average for all courses taken.

We encourage you to follow the link below to ensure the most up-to-date testing requirements.

<https://www.fldoe.org/core/fileparse.php/7764/urlt/aaflyer-2324thereafter.pdf>

Concordant and Comparative Scores by Year Student Entered Grade 9

We encourage you to follow the link below to ensure the most up-to-date concordant score requirements.

Cohort	Scheduled Graduation date	Concordant scores
Those who entered 9th grade in 2018- 2019 and beyond	Spring 2022 and beyond	Students can only use newly adopted scores for Grade 10 FSA ELA: *490 on SAT or * An average of 18 on ACT * CLT Grammar/Writing and Verbal Reasoning subject tests (sum) 39 For Algebra 1 EOC: *420 on SAT Math or *430 on PSAT/NMSQT *16 on ACT Math *CLT Quantitative Reasoning 14 *Level 3 on the Geometry EOC

Note: Beginning with the 2022-2023 school year students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than two years and have met all requirements for the standard high school diploma except the passage of any must-pass assessment under ss. 1003.4282, may satisfy the Grade 10 English Language Arts assessment requirement for graduation by satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with State Board Rule.

SCHOLAR DESIGNATION

According to FS 1003.4285, students may earn a scholar designation upon graduation if they satisfy the following requirements:

1. English Language Arts (ELA): Student must pass 10th grade assessment.
2. Mathematic: Earn one credit in Algebra II and one credit in statistics or an equally rigorous math. Pass the Geometry EOC.
3. Science: Pass the statewide, standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.
4. Social Studies: Pass the statewide, standardized, U.S. History EOC assessment.
5. Foreign Language: Earn two credits in the same foreign language.
6. Electives: Earn at least one credit in an Advanced Placement International Baccalaureate, Advance International Certificate of Education, or dual enrollment course.

Industry Scholar Designation

In addition to the other basic graduation requirements in s. 1003.428 and s. 1003.4282 in order to earn an Industry Scholar Designation, the student must earn one or more industry certifications and/or licensures from the list established under s. 1003.492, Florida Statutes. (Note: This is not in addition to the requirements of the Scholar Designation.)

NOTE – A student can earn both the Scholar and the Industry Scholar Designation

FLORIDA SEAL OF BILITERACY

High school graduates who attain a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English, which is signified on a high school graduate's diploma and transcript as either a Gold Seal of Biliteracy or a Silver Seal of Biliteracy (F.S. 1003.432)

FOREIGN EXCHANGE STUDENTS

A foreign exchange student may be considered an eleventh grader and may not graduate from Taylor High School with a standard diploma, or certificate of completion, and therefore may not participate in Graduation Ceremonies. Foreign exchange programs must produce a Certificate of Acceptance from the Council on Standards for International Educational Travel (CSIET) in order to be considered. Prior approval must be given by the principal or designee for admittance of a foreign exchange student.

GENERAL EDUCATION DEVELOPMENT (GED®) DIPLOMA

Any student who has previously earned a GED® Diploma is not eligible to enter Taylor High School and earn a standard high school diploma.

WEIGHTED GRADE POINT AVERAGE

The final class rank will be determined by adding bonus points to the grades of students taking advanced courses. These bonus points will be added to the numeric points given for numerical grades. This sum is known as the weighted GPA. The weighted GPA is then used for class rank for Taylor County School District only for the purpose of naming valedictorian and salutatorian. Weighting for Florida Bright Futures Scholarships, other scholarships, and college admissions is done by those entities according to their criteria.

VALEDICTORIAN and SALUTATORIAN

The cumulative weighted numeric averages of seniors are ranked at the end of the second semester of the student's senior year. The top senior becomes Valedictorian, and the second senior becomes Salutatorian. In order to be Valedictorian or Salutatorian, a student must have been in full time attendance at Taylor County High School for the entire second semester of their junior year and the entire first semester of their senior year and must have earned all credits required for graduation with a standard diploma by the end of the regular school year.

Graduation honors will also be awarded according to weighted grade point averages as follows:

Cum Laude: 3.5-3.7

Magna Cum Laude: 3.8-3.9

Summa Cum Laude: 4.0+

PARTICIPATION IN GRADUATION CEREMONIES

All requirements for graduation must be met by the end of the regular school year in order to participate in Graduation Ceremonies. A student may participate in these ceremonies one time only in his/her high school career.

EXAMS

All students will be required to take semester exams (unless they have met exemption requirements). The percentage that the exam counts toward a final grade shall be uniform throughout the school and shall be thirty percent (30%) of the final grade. *Please see Section VI for End of Course Assessment Waiver information for students with disabilities.*

HEALTH EDUCATION

A minimum of fifteen (15) hours of instruction in health education, alcohol, tobacco, and other substance abuse prevention will be presented to all students.

Instruction in the causes, transmission, and prevention of HIV infection, AIDS, and other sexually transmittable diseases will be presented as a part of the required Personal Fitness course. Any student whose parents make written requests to the school principal shall be exempted from instruction on sexually transmitted diseases. Other assignments can be substituted. Teen-dating violence education is also included.

ADVANCED PLACEMENT COURSES/EXAMS

Advanced Placement (AP) courses are offered by FLVS through the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded by the enrolling institute to students who score a minimum of 3 on a 5- point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees.

- Taking no more than three (3) AP courses per school year is recommended. A parent conference with the Principal or designee may be required for students requesting more than three AP courses per school year.
- Having a passing score on the B.E.S.T. Standards Assessment in ELA for the previous school year is a requirement for enrollment in an AP course. Students and their parents can petition (required parent conference with the AP referral team to review student records not limited to prior FAST ELA scores, ELA grades) for enrollment in the course if they feel that their student is ready for the rigor of AP work.

DUAL ENROLLMENT - ACADEMIC

As needed, the county of Taylor will enter into an annual inter-institutional agreement with North Florida College specifying the responsibilities of each institution in providing advanced instruction for pupils enrolled in high school.

Dual Enrollment Courses:

- Students must meet minimum GPA and college placement scores prior to participation in dual enrollment courses.
- Students are expected to abide by the current articulation agreement between NFC and Taylor County School District.

DUAL ENROLLMENT – CAREER AND TECHNICAL EDUCATION

Students who have a cumulative GPA of 2.0 may dually enroll in available programs at Big Bend Technical College (BBTC). Registration must be completed through the TCHS Guidance Department and requires parental/guardian permission.

Dual enrollment students are students enrolled in postsecondary courses at BBTC while in high school. Students that graduate high school before completing their career and technical education program may enroll in BBTC as a postsecondary student after high school graduation. Students choosing this option must pay tuition and fees for the remaining portion of their respective CTE program and purchase necessary tools, textbooks, and/or supplies.

Criteria for Dual Enrollment at BBTC - Students must:

- have a 2.0 unweighted GPA or higher
- must be at least 16 years old

To earn high school elective credit while dual enrolled, students must earn a passing grade in the enrolled CTE course. Grades earned in dual enrolled CTE courses are calculated as weighted honors credit. Students who earn a “D” or lower in a dual enrolled CTE course will not be approved to continue the following semester but may petition to reapply in the future.

Dual enrolled students who miss more than 10 unexcused days in a semester will be removed from the program at the end of the respective semester to return to TCHS. Students may appeal the withdrawal with good cause.

Students who fail a core course and are no longer on track for graduation will be removed from their dual enrolled course at BBTC and placed in a credit recovery course at TCHS. Students that miss 10 or more days in a semester from TCHS will be withdrawn from BBTC and enrolled in courses at TCHS.

Florida Virtual School

Florida Virtual School (FLVS) is an internet based high school that offers regular, honors, and AP coursework based on the Florida State Standards for credit. Students may take these courses during and/or after school hours. FLVS has detailed instructions on how to register for courses at www.flvs.net. Students who choose to take FLVS courses during the school day must enroll during the enrollment period in August or January and are expected to complete these courses prior to the end of the semester. Students will need to enroll in these courses through their guidance counselor.

- Seniors taking FLVS must have the FLVS grades into Taylor County High School Guidance Office five school days before the Seniors’ last day of school.
- Students who withdraw from a class at Taylor County High School in order to pursue that class on FLVS will not be able to re-enroll in that class until the beginning of the next semester.
- A TCHS student who withdraws from a TCHS class after the 12th day of class for any reason other than medical will receive a withdrawal “W.”
- Students who withdraw from a class in Florida Virtual School and enroll in an equivalent high school course must do so within the first 12 days of the TCHS class.
- Students taking a course through FLVS during a lab period at TCHS shall abide by the Guidelines and Agreement for TCHS Students as reviewed with the lab manager during the first week of the semester.

Bright Futures Scholarship Program

Because of the changing requirements for Bright Futures programs, we recommend students, and their parents visit the following link for the most current and accurate information.

<https://www.floridastudentfinancialaidsg.org/SAPHome/SAPHome?url=home>

Free Application for Federal Student Aid (FAFSA)

Students must APPLY for the scholarship by submitting the Free Application for Federal Student Aid (FAFSA) beginning October 1st of their senior year and by no later than August 31 after high school graduation. If a student does not apply for the scholarship by the deadline, a student cannot receive the scholarship! All eligibility requirements must be met by high school graduation, but scores of ACT®/SAT®/P.E.R.T. tests taken through June 30 are accepted for evaluation purposes.

After submitting the FAFSA, the student is responsible for tracking application and award status online and keeping the Office of Student Financial Assistance (OSFA) informed of any demographic or institutional changes.

The Bright Futures Scholarship will automatically renew each year (up to the scholarship limit) if the student maintains the required GPA and earns the required credit hours.

General Requirements

- Be a Florida resident and a U.S. citizen or eligible noncitizen, as determined by the student's postsecondary institution.
- Complete the Free Application for Federal Student Aid (FAFSA) no later than August 31 after high school graduation.
- Earn a standard Florida high school diploma or its equivalent from a Florida public high school or a registered Florida Department of Education private high school.
- Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
- Be accepted by and enroll in a degree or certificate program at an eligible Florida public or independent postsecondary institution.
- Be enrolled for at least 6 non-remedial semester credit hours (or the equivalent in quarter or clock hours) per term.
- If not funded in the academic year immediately following high school graduation, apply within two years of high school graduation to have your award reinstated.
- For other ways to qualify for Bright Futures and for more information, visit <http://www.floridastudentfinancialaid.org/ssfad/bf>. For other financial aid information, visit the Office of Student Financial Assistance at <http://www.FloridaStudentFinancialAid.org>.

STANDARDIZED TESTING REQUIREMENTS

We encourage you to follow the link below to ensure the most up-to-date testing requirements.

Student assessments

Students enrolled in grades 3–10 will participate in FAST ELA assessments.

- All students will participate in ELA Reading.
- Students enrolled in grades 4–10 will participate in ELA Writing.
- Students who did not pass the Grade 10 FAST ELA PM3 assessment will participate in the ELA Retake.

Students enrolled in grades 3–8 will participate in FAST Mathematics assessments.

- Students enrolled in Algebra 1 or Geometry, will take the corresponding EOC assessment
- (PBT) are provided for students with disabilities who cannot access assessments on the computer, as specified in their Individual Educational Plans (IEPs) or Section 504 plans.
- CBT accommodations (e.g., text-to-speech) are available for students whose IEPs indicate these accommodations.

ELA Writing

- The ELA Writing test consists of one text-based constructed-response item (students read a variety of texts and respond to a prompt).

- The ELA Writing Retake is one 120-minute session, but students may use up to half the length of a typical school day to complete the test.
- All students (PBT and CBT) are provided with a one-page planning sheet to plan their writing. A sample of the Writing Planning Sheet is available on the FAST portal.

ELA Reading and Mathematics

- ELA Reading and Mathematics assessments contain 56-66 items.
- Six to 10 of the items on each assessment are field test items and are NOT used to calculate student scores.
- More information, including the number of items range for each assessment, can be found in the Test Design Summary located on the FAST portal.
- FAST ELA and Mathematics Sessions are administered over two days. Test session lengths are as follows:

REMEDIATION

Students who do not meet the district levels of performance in English Language Arts, writing, and mathematics, or who do not meet the specific levels of performance on statewide assessments will receive intensive remediation in a number of ways. Various assessments will be used to identify the nature of the student's difficulty and areas of academic needs. Standard diploma general population students whose assessment indicates a need for remediation may be placed in a remediation of basic skills class which counts as an elective credit. Instruction will be given in English language arts and mathematics, and in accordance with the Florida State Standards. Teachers will maintain a plan for monitoring ongoing progress in reading and math that considers standardized test scores, teacher assessments, and diagnostic testing. Skills also are reinforced in the regular English and mathematics classes. Exceptional Education students are remediated through their intensive regular curriculum that is modified to accommodate these students' needs. General population students who do not pass the 10th grade Florida Assessments in ELA and Math will be placed in a remedial class to work on mastering the mathematics and communication competencies as needed.

REPORTING STUDENT PROGRESS

The progress of each student toward achieving state and district requirements will be reported to each student and their parents or legal guardian each nine weeks (report cards). The report card will clearly depict and grade:

1. The student's academic performance in each class or course must be based upon written papers, class participation, teacher observation, portfolio documentation, written and oral tests, and/or other academic performance criteria.
2. The student's conduct and behavior.
3. The student's attendance, including absences and tardies.

A plan for progress monitoring will be implemented for students not making adequate progress toward the achievement of proficiency in reading or mathematics (see separate document District Response to Intervention Plan available through schools).

Alternate Educational Placements

The Taylor County School District has an obligation to provide instructional programs and an environment which enable students to progress faster and achieve higher scholastic

levels. Recognizing that students possess diverse educational goals and learning styles, the district acknowledges the necessity for varied educational needs. To provide for these differences, the Taylor County School Board hereby authorizes and instructs the Superintendent to plan for and establish alternative educational programs, in accordance with Florida Statutes and State Board of Education Rules, which provide for the needs of the differing school populations.

The following criteria will be used to determine placement for students who need an in-school alternate setting:

- Cumulative GPA below 2.0
- Prior school status. In or out of state.
- Student has previously been homebound / homeschooled.
- Recommended placement in lieu of expulsion (Policy 5610 REMOVAL, OUT-OF-SCHOOL SUSPENSION, DISCIPLINARY PLACEMENT, AND EXPULSION OF STUDENTS)
- Recommendation for administrative placement.
- Approval from the principal is required

Parents will receive written notification and must attend a placement meeting regarding their child's placement in an alternative education program and any associated actions.

School administration has final determination of appropriate placement for every student. Statutory authority: F.S. 120.569; F.S. 120.57; F.S. 1002.20; F.S. 1003.02; F.S. 1003.32; F.S. 1006.07; F.S. 1006.08; F.S. 1006.09

Pathway to return to traditional educational setting

- 4) Students who are academically placed in the alternative education program will be evaluated at the end of the first and second semester.
- 5) Placement decisions for students with disabilities must be determined by the IEP Team.
- 6) The following criteria must be met:
 - The student must acquire and maintain at least a 2.5 cumulative GPA
 - The student must maintain a satisfactory behavioral record as exhibited by no referrals resulting in out-of-school suspension for the last nine weeks.
 - The student must have no more than five (5) absences for the last nine weeks.
 - Students must not have any failing core course grades for the last nine-weeks grading period.

SECTION V.
SPECIAL CONSIDERATIONS FOR
ADULT AND POSTSECONDARY
CAREER AND TECHNICAL
EDUCATION

SECTION V. ADULT AND POSTSECONDARY CAREER AND TECHNICAL EDUCATION

ADULT GENERAL EDUCATION

The GED® Test provides adults with an opportunity to earn a State of Florida High School Diploma that will enable them to obtain employment or advancement enroll in higher education or technical training or fulfill a lifelong goal. Adults who successfully pass the GED® Test in Florida are awarded a State of Florida High School Diploma.

Adult Basic Education (ABE)

This program provides literacy instruction for students preparing to enroll in GED® courses. Also, to meet the academic standards of technical training programs at BBTC, local community college, or to prepare for employment. **This course is for students scoring below 5.0 in any area of the CASAS.**

Students may exit this program upon demonstrating mastery of the basic skills at the ninth-grade level. Adults may enter the ABE for personal development to improve their reading, writing, or math skills.

GED®

A student may earn the State of Florida High School Diploma by successfully passing a national test called the GED® test. Students must be 16 years old with scores above the 9th grade level according to the CASAS to be enrolled in GED®.

This program strives to motivate students not only to obtain a GED® but also to utilize the acquired skills and to achieve CTE training.

The GED® is a battery of four tests in the areas of English Language Arts, social studies, science, and mathematics. Students must be 18 or older to take the GED® exam, unless they have been issued an underage waiver from FLDOE.

Pursuant to section 1003.435, Florida Statutes, the minimum age to take the GED® tests to meet the requirements for a high school equivalency diploma is 16 years old so long as the candidate has filed a formal declaration of intent to terminate school enrollment pursuant to s. 1003.21(1)©, F.S. Parents of home education students must file a written notice of termination upon completion of the home education program with the superintendent of the School District under s. 1002.41(1)(c), F.S. . A candidate may take the examination after reaching the age of 16. Parents must complete the Florida GED® Testing Program Underage Testing Form. This completed form and proof of withdrawal must be submitted to the Florida GED® Testing Office via email at GEDagewaiver@fldoe.org or by fax at 850-245-0990. The candidate must complete the registration process at <http://ged.com> prior to submitting this form to the Florida Department of Education.

Integrated Education & Training

IET is a service approach that provides Adult Education and Literacy activities concurrently and contextually with workforce preparation activities, and workforce training for a specific occupation or occupational cluster. For the purpose of educational and career advancement 34 CFR §463.35

This program strives to motivate students not only to obtain a GED® diploma, but to enroll in a career and technical program, simultaneously and continue their education to earn a postsecondary certificate, and industry certification/licensure. In order to be enrolled in the IET

course number, students must be recommended by the instructor after a semester of successful GED® coursework. Students must meet specific criteria for enrollment in the GED® IET program and must pay tuition for their CTE program enrollment or be selected to participate in a BBTC Scholarship program.

Academic Skills Building

The purpose of this program is to prepare students for academic, technical and personal success. This program strives to inspire and motivate students to become productive, self-sufficient members of society. Students are enrolled in this course through the Student Services Office as preparation for successful completion of one of our CTE programs.

Enrollment within this program may occur prior or concurrent with enrollment in a CTE program. Students who do not meet the required scores shall enroll in Academic Skills Building program unless documentation is provided stating the student is currently enrolled in an approved alternate public or private school remedial program.

Attendance Policy

Students who accumulate six consecutive absences will be withdrawn from the program. Students may re-enter the program only once per semester, subject to program approval and applicable enrollment requirements.

Postsecondary CTE Policies

POSTSECONDARY CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

BBTC offers thirteen (13) postsecondary CTE programs that prepare students for successful and rewarding careers in high-skilled, high wage and high-demand occupations. BBTC provides a strong educational foundation by integrating academics, critical thinking, and technological skills in a hands-on curriculum.

Each CTE program has a prescribed number of hours that must be met for completion. Industry certifications earned through BBTC's postsecondary career and technical education programs and courses are an important component of the curriculum.

NOTE: Attendance policies for secondary students are established by the Taylor County School Board.

- **Mandatory First Day Attendance:** Students who are not present on the first day of class as shown as the entry date on their registration form, may be dropped from their program. Students dropped will be placed on the program waiting list. NOTE: Attendance policies for secondary students are established by the Taylor County School Board.

CTE Attendance Policy

- The CTE Attendance Policy is monitored by nine weeks. The following policies apply to full-time and part-time post-secondary students:
- Students are required to maintain 85% attendance in accordance with the school's Satisfactory Academic Progress (SAP) policy.
- Financial Aid and Veteran's benefits will be terminated if a student is withdrawn.
- There will be no "excused" or "unexcused" absences except for Administratively Excused Absences.
- Absences for pre-approved school-related activities or active military duty will not be counted as part of the allowed days (documentation will be required). It will

be the responsibility of the student to complete classroom and/or clinical training that is missed due to absences.

- Dual enrolled students who accumulate 10 or more unexcused absences will be dropped from their CTE program and returned to his/her high school. Students being returned to his/her high school for attendance may appeal to the BBTC administration.
- Upon being withdrawn from class for absences, it is the student's responsibility to contact the Student Services Office by the end of the next school day after being withdrawn, if the student wishes to appeal. A date will be scheduled for the student to meet with the Attendance Appeals Committee. The student must provide all documentation excusing the absences. If the student fails to schedule an appeal, he/she will be dropped from the program and withdrawn from school (refer to Program Readmission Policy). Students will not be permitted to have more than one Attendance Appeals Committee meeting per school year. An absence after the appeal meeting that occurs during that same term will constitute the student being dropped from their program.

Tardies will be calculated on a 15-minute cycle: Students tardy 1-15 minutes will be docked 15 minutes, 16-30 minutes will be docked 30 minutes, 31-45 minutes tardy will be docked 45 minutes and 46-60 minutes will be docked 1 hour.

Programs that have federal and state licensure requirements require satisfactory academic progress and attendance more stringent than those outlined above. These programs will provide each student a written copy of the program's satisfactory progress requirements at the beginning of their training.

Documentation for attendance appeals:

- Notes from physicians indicating required absence from school.
- Hospital stay: a statement from the doctor and/or hospital indicating the date of the admission and the date of discharge.
- Court appearance: a subpoena or a letter from the attorney representing the student.
- Death in the immediate family: an obituary, a funeral program or newspaper article about deceased.

Administratively Excused Absences

Typically, a student will be given an Administratively Excused Absence when a student has been pre-approved for an absence such as a school function, jury duty, job interview, etc. Only BBTC's Director has the authority to authorize an Administratively Excused Absence. This absence will not count toward the student's attendance.

Leave of Absence

In order for an adult student to qualify for a leave of absence, the student must apply for the leave of absence prior to the requested time. Students must provide a written, signed and dated request, that includes the reason for the request to their instructor. However, if unforeseen circumstances prevent a student from providing a prior written request, the institution may grant the student's request for a leave of absence, if the institution documents its decision and collects the written request at a later date.

The leave of absence will be considered for a period of days, the minimum being five days and no more than thirty school days. If a student does not resume attendance at or before the end of a leave of absence, the institution may treat the student as a withdrawal.

No more than one leave of absence will be granted in a school calendar year. The Student Services Director may consider extraordinary circumstances whether Veteran's benefits will be terminated and financial aid payments will be reduced for absences that exceed the allocated amounts. If the student was a Title IV or HEA program loan recipient at a prior school, the student's failure to return from a leave of absence may affect the student's loan repayment terms, including the exhaustion of some or all of the student's grace period.

All leave of absences must be approved by the Student Services Director and the instructor. Speak to your instructor and the Student Services Director to apply for a leave of absence.

Examples of Approved Leave of Absence

- Hospital confinement for the adult student, spouse or children;
- Court appearances;
- Death in the immediate family (spouse, children, parents, siblings); or
- Extended illnesses (example: chemotherapy, severe diabetes, an illness that may require numerous trips to the doctor and can be documented).

A leave of absence WILL affect your financial aid status. Pell disbursements are calculated on days attended.

Program Re-Admission Policy

If a student is withdrawn from a program the student must sit out one academic year and satisfy any outstanding financial obligations prior to returning to attend a program at Big Bend Technical College.

If a student was receiving financial aid and owes tuition and/or fees, and/or was not meeting Satisfactory Academic Progress (SAP), the student must pay any owed financial obligations and/or meet SAP prior to financial aid being re-instated.

Secondary Dual Enrolled CTE Students

1) It is the responsibility of the *secondary student* to notify their instructor if they will be absent from class for any reason.

2) Attendance issues will be reported to the home school in which the student is enrolled.

Veteran's Policies

Most programs at BBTC are approved for veteran's education benefits. Questions regarding eligibility should be directed to the Veteran's Approval Agency of Florida. Persons who are eligible may also contact the Financial Aid Office.

Veteran's Attendance Policy

All students receiving Veterans' Educational Benefits must maintain satisfactory progress in accordance with regularly prescribed standards and policies of Big Bend Technical College. Specific details of Satisfactory Academic Progress are listed below. The Attendance Policy is provided on pages 25-26 of this document as well as on the website. A complete copy of the student handbook is also available on the school website: www.bbtc.edu

Reinstatement

A veteran student must maintain a 2.0 minimum GPA or "C" on each monthly evaluation. One evaluation period with less than a 2.0 grade point average or "C" will place the student

on academic probation for one month. If the GPA is below 2.0 or “C” at the end of the probation month, VA benefits will be terminated. Upon completion of the program a certificate of completion is given to the student.

Satisfactory Progress

A veteran will be considered progressing satisfactorily as long as he/she continues to achieve and complete the student performance standards for the program he/she is enrolled; veterans must adhere to the attendance policy described below. A progress report showing completion of specific skills of the course and an alphabetical evaluation (A-Excellent, B-Above average, C-Average, D-Below Average, F-Failing) of the level of completion is recorded on the veteran’s course outline and the instructor files a copy of the outline. Information reflecting prior training and showing grades and clock hours earned for the training is secured upon initial enrollment of the veteran and maintained in the veteran’s permanent record. This information will be available to the veteran, VA and other schools and agencies upon request.

Unsatisfactory Progress

A veteran will be considered making unsatisfactory progress when he/she receives an evaluation of “D” or “F”. If this occurs, the veteran will be given an opportunity for counseling with the instructor and with the Student Services Office to correct the deficiencies. Unsatisfactory progress status must be corrected within a six-week period. If unsatisfactory progress continues after counseling and the specified time, the VA will be notified and the veteran’s benefits will be terminated.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress is essential to remain in good standing as well as maintaining eligibility for Title IV financial aid disbursements.

Satisfactory Academic Progress Determination:

- 1) Adult students must maintain a MINIMUM GRADE EVALUATION OF 70% as determined by the student’s individual program on all theory, clinical or shop performance . Note—some programs may require a higher numerical value for minimum satisfactory progress rating (Qualitative).
- 2) Adult CTE students must maintain 85% attendance. Completing the REQUIRED NUMBER OF COMPETENCIES within the time frame as defined by individual program guidelines for the evaluation period. The 85% rule refers to the quantity of work completed for on-time program completion. Therefore, if a student’s work is satisfactory, but he or she is behind schedule in completing the program’s competencies, he/she cannot be reported as satisfactory for SAP reporting (Quantitative). See attendance policy for dual enrolled students.

Student Awareness of School Policy regarding Satisfactory Academic Progress

The SAP policy is located in the Student Handbook, the Financial Aid Office and on the website: www.bbtc.edu

Failure to Meet Satisfactory Academic Progress (SAP)

SAP is continuously monitored by the instructor. When an instructor's report shows unsatisfactory progress either quantitatively, qualitatively or both, the instructor will counsel the student as to the consequences of failure to meet SAP.

Failure to meet SAP will result in Student Progress Probation.

BBTC Grading System

At the completion of a course or OCP, the achievement of each student is reported from the instructors to the data entry technician by the following method:

- A - 90—100 percent;
- B - 80— 89 percent;
- C - 70 —79 percent;
- D - 60— 69 percent;
- F - below 60 percent

SECTION VI.
SPECIAL CONSIDERATIONS FOR
EXCEPTIONAL STUDENT EDUCATION

SECTION VI

SPECIAL CONSIDERATIONS FOR EXCEPTIONAL STUDENT EDUCATION

STUDENT PROGRESSION REQUIREMENTS FOR STUDENTS WITH DISABILITIES ENROLLED IN EXCEPTIONAL STUDENT EDUCATION PROGRAMS

All students shall be afforded the opportunity to meet all requirements to qualify for a standard diploma. Nothing provided for in this document shall be construed to limit or restrict the right of a student with disabilities solely to a certificate of completion.

“Inclusion” means a student with a disability is educated in a general education setting with peers who do not have disabilities, in age-appropriate, heterogeneous groups, and provided access to the general curriculum and school community. The school district ensures the provision of supports, accommodations, and modifications as needed, based on current research and best practices, to maximize educational benefit and participation. Inclusion reflects the values of universal education and recognizes students with disabilities as valued members of the classroom and school community. *Reference: Florida Statutes 1003.571, 1003.57, and Rule 6A-6.0331, F.A.C. (2026 update)* and adherence to specific eligibility criteria reflected in the document *Taylor County*

Programs and services are provided for students who meet eligibility criteria under the following disability categories, as defined by the Florida Department of Education and consistent with the Individuals with Disabilities Education Act (IDEA)

- Autism Spectrum Disorder (ASD)
- Deaf-Blindness
- Developmental Delay (ages 3-9)
- Emotional/Behavioral Disability (EBD)
- Hearing Impairment including Deafness
- Intellectual Disability
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment including Blindness
- Gifted
- Hospital/Homebound

INSTRUCTION

Instruction will be provided to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation, in accordance with IDEA (Individual with Disabilities Education Act) and its implementing regulations. Instruction principles include:

- Ensuring that all children who have disabilities are afforded a free and appropriate public education that emphasizes special education and related services to meet their unique needs and prepare them for further education, employment, and independent living;
- Ensuring that the rights of children who have disabilities and their parents are protected; and
- Assessing and ensuring the effectiveness of efforts to educate children who have disabilities. *(FS 1003.571)*

In addition to the services agreed to in a student's individual plan, the district school superintendent shall fully inform the parent of a student having a physical or developmental disability of all available services that are appropriate for the student's disability. The superintendent shall provide the student's parents with a summary of the student's rights. *FS 1003.57 4(e)*

In providing for the education of exceptional students, the district school superintendent, principals, and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. To the extent appropriate, students with disabilities, including those students in public or private institutions or other facilities, shall be educated with students who are not disabled. Segregation of exceptional students 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. *FS 1003.57 4(d)*

COOPERATIVE PROGRAMS FOR EXCEPTIONAL EDUCATION STUDENTS

Programs are provided in Leon County through a cooperative agreement for some students with Intellectual Disabilities (IND) for whom the IEP Team has determined cannot be adequately served in a district program. These students will follow the Leon County Student Progression Plan and graduation criteria.

The Department of Education shall adopt separate parental consent forms that school districts must use for placing the student in an exceptional student education center. In accordance with 34 C.F.R.s. 300.503, the form shall be provided to the parent in the parent's native language, as defined in 34 C.F.S.s. 300.29, and include the following: A statement that the parent is a participant of the individual education plan team (IEP Team) and has the right to consent or refuse. The statement shall include information that the refusal of parental consent means that the school district may not proceed with the actions described without a school district due process hearing in accordance with 34 C.F.R.ss.300.507 and 300.508.

STUDENT PERFORMANCE STANDARDS

1. Students with disabilities must be educated in the least restrictive environment, meaning they are included with nondisabled peers to the maximum extent appropriate as determined by the Individual Educational Plan (IEP) team. Placement and curriculum decisions, including participation in the general education curriculum or modified curriculum, are made by the IEP team based on individual needs. Students with disabilities who are pursuing a standard high school diploma via the Scholar or Merit designation must meet the state-established performance standards for that diploma option, as outlined by the Florida Department of Education (2026).

2. Students with Disabilities will receive instruction in the B.E.S.T. or Core Curriculum unless the IEP Team determines that the student is:
 - a. The B.E.S.T. Standards or Core Curriculum, even with allowable accommodations and supports, are not appropriate for the student;
 - b. The Access Points for the B.E.S.T. Standards and modified core curriculum are determined to be the most appropriate and challenging for the student;
 - c. The student's growth and achievement cannot be adequately measured by the B.E.S.T. Standards or End-of-Course (EOC) assessments; and
 - d. The student has been determined by the IEP team to have a significant cognitive disability.
3. Students enrolled in exceptional education programs due to placement in the Hospital/Homebound Instructional Program will be instructed in the standards determined by the IEP Team to be appropriate and will be assessed accordingly. Unless otherwise determined eligible for a modified curriculum, a student in the hospital/homebound instructional program should be expected to attain a designated scholar or merit high school diploma, as determined by state guidelines and the IEP team.

STATE AND DISTRICT-WIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES

PARTICIPATION

All efforts are made to meet or exceed Florida's State Performance Plan target of 98% participation of students with disabilities in the statewide assessment of Reading and Math. Each student with a disability has the opportunity to participate in the FAST Progress Monitoring, End of Course Exams or any annually administered Progress Monitoring Assessment, with allowable accommodation, unless exemption from the standard curriculum and assessment is determined appropriate by the individual educational plan (IEP) Team, parental permission is secured and the decision is recorded on the student's annual IEP.

EXEMPTION

CHILD WITH MEDICAL COMPLEXITY.—In addition to the exemption option provided for under *s.1008.22*, effective July 1, 2014, a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment (FAA), pursuant to the provisions of this subsection.

(a)Definition of child with medical complexity.—A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459 is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.

(b)Exemption options.—If the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options.

1. One-year exemption approved by the district school superintendent. If the superintendent is provided with written documentation of parental consent and appropriate medical documentation to support the IEP team's determination that the child is a child with medical

complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including the FAA. The superintendent shall report annually to the district school board and the Commissioner of Education the number of students who are identified as a child with medical complexity who are not participating in the assessment program.

2. One- to three-year exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation; and all medical documentation, then the commissioner may exempt the child from all statewide, standardized assessments, including the FAA, for up to 3 years. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved, and which demonstrate the utmost compassion and consideration for meeting the parent's and child's needs.
3. Permanent exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval of a permanent exemption; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation and that a permanent exemption is appropriate; and all medical documentation, then the commissioner may approve a permanent exemption from all statewide, standardized assessments, including the FAA. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved, and which demonstrate the utmost compassion and consideration for meeting the parent's and child's needs.

TEST ACCOMMODATIONS

Accommodations identified for testing situations are those identified in the test manual and regularly used by the student in the classroom and outlined on the student's IEP. *A parent must provide signed consent for a student to receive instructional accommodations not permitted on statewide assessments and acknowledge, in writing, the implications of such accommodations.* No B.E.S.T Standards Test or EOC accommodations may be made that will jeopardize the test's validity. Allowable and appropriate accommodations which will demonstrate the student's abilities on the B.E.S.T Standards Test rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills are included in the test administration manual. Allowable accommodations may include, but are not limited to:

1. Flexible Scheduling A test may be administered to a student during several brief sessions, but consideration must be given to specific breaking points mentioned in the administration manual. However, all testing must be completed by the deadline specified for that particular test.
2. Flexible Setting A test may be administered to a student individually and/or in a small group setting rather than in an auditorium setting.
3. Flexible Responding The student may mark answers in a test booklet, type the answers by machine, or indicate the selected answers to a test proctor. The proctor may then transcribe the student's responses onto a machine-scorable answer sheet. This accommodation must be on student's IEP and done on a regular basis in the classroom throughout the year.
4. Assistive Devices The student may use a magnifying device, a pointer, a non-calibrated ruler or template, or other similar devices to assist in maintaining visual attention to the test booklet. An abacus and a Braille writer may be used. Use of electronic calculators, including talking calculators, is prohibited.

5. **Presentation** The student may be tested by one or more of the following three methods specifically developed by the Department of Education of the State of Florida.
- Visual Reading - The student may be tested with materials which are enlarged print or may be tested with regular print materials enlarged through mechanical or electronic means. Enlarged materials shall be provided only for students who meet the eligibility criteria for visually impaired programs.
 - Tactile Reading - The student may be tested with materials which have been transformed into Braille code or tested by using devices which permit optical to tactile transformations. Test items which have no application for the non-sighted person will be deleted from the tactile forms authorized or provided by the department and shall be deleted from the requirements of 1008.22, F.S.
 - Auditory or Sign Language Presentation - The test administrator may sign, provide oral interpretation, or read to the student the following portions of the test: all mathematics items, all writing items, all oral reading items, and all directions. The reading items shall be read by the student using visual or tactile means.
 - Paper/pencil test in lieu of computer based assessment.

In no case shall the accommodation authorized above be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

For a complete understanding of allowable accommodations, please reference the following DOE publication: <http://www.fldoe.org/ese/pdf/accomm-educator.pdf>

Students who are identified solely as gifted are not eligible for state assessment accommodations.

WAIVER OF FLORIDA ASSESSMENTS GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

The ENNOBLES Act provides, at section 1003.43(11)(b), *Florida Statutes (F.S.)*, for the waiver of the F.A.S.T. Progress Monitoring for graduation with a standard diploma **for certain students with disabilities who have met all other requirements for graduation with a standard diploma**, except a passing score on the F.A.S.T. Progress Monitoring. In order for the FSA Progress Monitoring graduation requirement to be waived, the individual educational plan (IEP) team must meet during the student's senior year to determine whether or not the F.A.S.T. Progress Monitoring can accurately measure the student's abilities, taking into consideration allowable accommodation. "Senior year" refers to the first time that a student has enough credits to be classified as a senior, and to those students with disabilities who have elected to remain enrolled in order to seek a standard diploma.

To be considered for a waiver from the F.A.S.T. Progress Monitoring graduation requirement, the student must:

- **be identified as a student with a disability as defined in section 1007.02(02), F.S.;**
- **have an individual educational plan (IEP);**
- **be a senior and a student with disabilities who remains enrolled seeking a standard diploma for whom the FSA Progress Monitoring is the graduation requirement;**
- **have demonstrated mastery of the Grade 10 ELA F.A.S.T. Progress Monitoring;**

- **have taken Grade 10 ELA F.A.S.T. Progress Monitoring with appropriate allowable accommodations at least once; students may be encouraged to participate each time the test is offered.**
 - **have participated in intensive remediation for ELA/ F.A.S.T. Progress Monitoring; and**
 - **be progressing towards meeting the state's 18 or 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.**

Students who are pursuing a diploma with a scholar designation who meet all qualifications for the diploma may be eligible for waiver of the 11th Grade ELA statewide assessment, if they have successfully demonstrated mastery of the grade 11 ELA standards, have taken the 11th grade ELA assessment with appropriate accommodations and have been identified as a student with a disability as defined in section 1007.02(02), *F.S.*

Beginning with students entering grade 9 in 2014-15 school year, any waiver of the statewide, standardized assessment requirements by the IEP team, pursuant to s.1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s.1003.572.

Independent reviewers may include appropriately licensed behavior analysts, speech-language pathologists, occupational therapists, physical therapists, psychologists, and clinical social workers.

Any time that a student is expected to participate in a statewide, standardized assessment, the parent(s) and the student may be informed during IEP meetings of the criteria to be considered for a waiver of the results and allowable testing accommodations.

At that time, the parent(s) and students are initially made aware of the possibility of a waiver of statewide, standardized assessment results, an emphasis should be placed on ensuring that the student and parent(s) understand the following information:

- The IEP team must have evidence that indicates the student's performance on a statewide, standardized assessment was not an accurate measure of the student's abilities, considering all allowable accommodations.
- For students not meeting the criteria and not found eligible for a waiver of the statewide, standardized assessment results, the school will continue to provide remediation, opportunities to retake an assessment, and appropriate instruction and intervention needed by the student. These efforts and any accommodations will be specified on the student's IEP.
- In accordance with s. 1008.22(3)(a)(b), *F.S.*, students who have not earned a passing score on a statewide, standardized assessment needed to earn a standard high school diploma, have the opportunity to earn a passing score on a retake of a statewide, standardized assessment, a concordant score on a standardized test (e.g. SAT or ACT), or a comparative score for the Algebra I EOC assessment.

END OF COURSE (EOC) ASSESSMENT WAIVER FOR STUDENTS WITH DISABILITIES

A student with a disability, as defined in s. 1007.02(2), *F.S.*, for whom the IEP team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the EOC assessment results waived for the

purpose of determining the student's course grade, completing the requirements for middle grades promotion, and receiving credit as required in paragraph (4)(a). *Section 1003.428(8)(b)(2) F.S.*

To be considered for an EOC assessment results waiver, the student must meet all the following criteria:

1. Be identified as a student with a disability as defined in s. 1007.02(02), F.S.
2. Have an active IEP
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. Have demonstrated, as determined by the IEP team, achievement of the course standards

Each EOC course has a document with outlined benchmarks for documenting the date of student mastery to facilitate team determination of achievement of the course standards. An EOC waiver may be considered for any EOC assessment (course credit or 30% of the course grade.) An EOC waiver consideration/determination must be completed within 30 calendar days of district receipt of the EOC results. Results of the consideration/determination are to be documented in the student's IEP file as team meeting/conference notes as well as maintained in the student's cumulative record and on the high school transcript. Subsequent IEPs should document the results of the EOC waiver determination.

FLORIDA ALTERNATE ASSESSMENT (FAA) FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Students with significant cognitive disabilities, for whom the FSA Progress Monitoring /EOC assessments, even with allowable accommodations, are not appropriate, may be eligible to participate in the statewide assessment program through the FAA. Aligned to the state standards, the FAA provides a standardized measure of student academic performance on the State Standards Access Points/Florida Standards Connectors.

Determination of eligibility to participate in the FAA is made by the IEP team of the student, which includes the parent, and is recorded on the student's IEP based on the following criteria:

- The student has been identified as having a significant cognitive disability that adversely affects academic and adaptive functioning in the educational setting;
- The student is unable to master the grade-level general state content standards even with appropriate and allowable accommodations, assistive technology, or accessible instructional materials;
- The student is participating in a curriculum based on the state standards access points/Florida Standards connectors for all academic areas; and
- The student requires direct instruction in academics based on access points/Florida Standards connectors in order to acquire, generalize, and transfer skills across settings.

The Department of Education shall adopt separate parental consent forms that school districts must use to administer to the student an alternate assessment pursuant to s. 1008.22 and provide instruction in the state standards access points/Florida Standards modified curriculum.

In accordance with 34 C.F.R. s. 300.503, the form shall be provided to the parent in the parent's native language, as defined in 34 C.F.R. s. 300.29, and include a statement that the parent is a participant of the individual education plan team (IEP Team) and has the right to consent or refuse. *Ch. 2013-236 LAWS OF FLORIDA Ch. 2013-236*. The statement shall include information that the refusal of parental consent means that the school district may not proceed with the actions described without a school district due process hearing in accordance with 34 C.F.R. ss. 300.507 and 300.508.

Florida Alternative Assessment Waiver for Students with Disabilities

Section 1008.22(3)(c)2., F.S., states that students with disabilities can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade or a standard diploma. This includes the F.A.S.T., all end-of-course assessments, and the Florida Alternative Assessment.

A student is eligible for a waiver, as long as the IEP team determines the student meets the criteria for waiving the results of the Florida Alternative Assessment documented by the development of a graduation portfolio of quantifiable evidence of achievement. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs (modified occupational completion points), work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Beginning with students entering grade 9 in 2014-15 school year, any waiver of the statewide, standardized assessment requirements by the IEP team, pursuant to s.1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s.1003.572.

Independent reviewers may include appropriately licensed behavior analysts, speech-language pathologists, occupational therapists, physical therapists, psychologists, and clinical social workers.

STUDENT PROGRESSION REQUIREMENTS IN GRADES K-5

GRADING AND REPORTING STUDENT PROGRESS IN GRADES K-5

Academic grades must reflect the student's academic progress, based on on-going relevant progress monitoring. The grade must provide both students and parents with a clear indication of academic performance. Grades in all subjects are to be based upon the student's degree of mastery of the instructional objectives for the subject. The grade must not be based upon the student's effort and conduct.

Academic Grades for Student with Disabilities Receiving Instruction in Regular State Student Performance Standards:

1. Grades earned by students with disabilities shall be based upon the student's demonstrated proficiency in mastering the Sunshine State/Florida Standards for subjects in which the student is enrolled. Students with disabilities shall earn grades that reflect the same criteria as outlined for the regular education program.
2. If a student with disability is enrolled in a subject taught by a non-ESE teacher, and progress monitoring data indicates that the student is unable to master the subject content, the assigned instructor is to request a team meeting to discuss what additional supports and services are required for the student to attain mastery of course content, focusing on maintaining content instruction in the least restrictive environment. If the results of the team meeting indicate the need for the development of a new IEP, the assigned ESE Specialist will schedule that meeting within 20 school days.

Academic Grades for Students in Grades with Disabilities in Grades K-5 Receiving Instruction in Next Generation Sunshine State Standards Access Points/Florida Standards Connectors for Students:

1. Academic grades shall be based upon the level of proficiency demonstrated in mastering the Next Generation Sunshine State Standards Access Points/Florida Standards Connectors for all students.
2. A brief explanation of the use of each grade as follows:

S - Satisfactory Progress

N - Needs Improvement

U – Unsatisfactory Progress
3. The individual student progress report issued at the same time as the report card reflects a description of progress toward attainment of annual goals and objectives outlined on the IEP. The combination of the report card and the IEP progress report provides clarity on student progress.

PROMOTION AND RETENTION IN GRADES K-5

Students with Disabilities Receiving Instruction Based on Florida Standards Curriculum:

Students with disabilities who are receiving instruction based on Florida Standards based curriculum are promoted based upon the same promotion criteria as that for nondisabled students (with allowable accommodations as determined by the IEP team) and are included in the Good Cause Clause for promotion in special circumstances. Nothing about the IEP or the IEP process circumvents the student progression plan for students pursuing core curriculum expectations.

Students With Disabilities Receiving Instruction Based on Next Generation Sunshine State Standards Access Points/Florida Standards Connectors:

Elementary students who are receiving instruction in the Next Generation Sunshine State Standards Access Points/Florida Standards Connectors shall be promoted throughout elementary grades based upon consideration of the following factors:

- chronological age
- grades earned in all content areas on the student schedule
- demonstrated mastery of the access points as appropriate to the student's grade level
- The exceptional student education teacher and school principal, or designee, shall consider all of the above factors when determining whether promotion or retention is appropriate.

STUDENT PROGRESSION REQUIREMENTS IN GRADES 6-12

GRADING AND REPORTING STUDENT PROGRESS IN THE MIDDLE AND SECONDARY SCHOOL (GRADES 6-12)

A. Enrollment in Courses

Students with disabilities in grades 6, 7, and 8 who are receiving instruction in the Next Generation Sunshine State/Florida Standards must be enrolled in standard education courses and/or in those exceptional student education courses that parallel the standard program requirements and meet content requirements that will prepare the student for successful participation in coursework to obtain a Merit or Scholar standard diploma. The students are to be graded according to the criteria established in the student progression plan for standard education courses, with allowable accommodations as determined by the IEP team. Nothing about the IEP or the IEP process circumvents the student progression plan for students pursuing core curriculum expectations.

Students with disabilities in grades 6, 7, and 8 who are receiving instruction in the Next Generation Sunshine State Standards Access Points/Florida Standards Connectors shall be promoted or retained based upon the following factors:

- chronological age
- grades earned in all subjects
- demonstrated mastery of the access points as appropriate to the student's grade level
- The exceptional student education teacher, ESE Specialist, and school principal, or designee, shall consider all of the above factors when determining if retention is appropriate.

B. Access to Postsecondary Education and Meaningful Careers Act

Parents 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 choice.

Post-secondary students must self-declare ESE and meet with their guidance counselor to discuss modifications.

Upon entering Grade 9, students with disabilities (*S.1007.02 F.S.*) and their parents shall have developed, during the middle grades, a 4- to 5-year academic and career plan based on postsecondary and career goals (*S.1007.21 F.S.*). The destinations shall accommodate the needs of students served in exceptional education programs to the extent appropriate for individual students. Students and their parents shall choose from:

- Four-year university, community college plus university, or military academy degree;
- Two –year postsecondary degree;
- Postsecondary career certificate;
- Immediate employment or entry-level military;
- A combination of the above

A path leading to each of the above destinations shall include:

- A path of core courses leading to the destination;
- A recommended group of electives, which shall help define the path;

- Provisions for a school staff member or community volunteer to act as “academic advocate” if parental or guardian involvement is lacking;
- Possible administration of the common placement test to high school students having chosen one of the four above destinations with the results of that test used to target additional instruction in reading, writing, and mathematics prior to graduation;
- Support of Tech Prep sequential programs of study that include a technical component and a minimum of a postsecondary certificate or 2-year degree;
- Business community support of real-world internships and apprenticeships;
- All students shall receive maximum encouragement and support for participation in service-learning opportunities;
- Limit of fundamental courses for graduation credit to only those for whom assessment indicates a more rigorous course of student would be inappropriate, with these courses counting as electives only;
- Provide a staff member to help coordinate the use of student achievement strategies to assist students in succeeding in their coursework;
- Provide strategies to eliminate reading, writing, and mathematics deficiencies of secondary students; and
- Alternate career and academic destinations should be considered along with the ability to shift priorities and change goals if needed.

C.Academic Grades for Students with Disabilities Enrolled in Standard Education and/or Career and Technical Education Courses

1. Standard Education Courses

Students with disabilities enrolled in basic and/or career and technical education courses, whether instructed by a regular, CTE, or ESE teacher, must master the standards established for the course as adopted by the district in order to receive credit for the course.

Letter grades received for these courses shall be based upon grading guidelines established for standard education as outlined in the Student Progression Plan. The determination of the specific grade a student receives must be based upon attainment of mastery of identified benchmarks, evidenced by carefully documented on-going progress monitoring.

2. Career & Technical Education Courses

All students have access to vocational education courses. For students with disabilities in a job preparatory program, one or more pre-established occupational completion points may be pursued. *Rule 6A-6.0312 FAC*, Course Modifications for Exceptional Students, may be used in developing modifications to pre-existing Occupational Completion Points. These modifications are developed as a part of the Transition Individual Education Plan (IEP) process.

Modified Occupational Completion Points (MOCPs) are selected sets of student performance standards that fall between established occupational completion points as identified in vocational job preparatory course descriptions. These selected standards guide the student in completing a modified program and developing marketable skills. For clarification and additional information, please refer to the website: <http://www.fldoe.org/workforce/programs/ss5.asp>

Each student's IEP must identify the CAPE Digital Tool certificates and CAPE industry certifications that the student seeks to attain before high school graduation. (s.1003.4203, F.S.)

(1) Each district school board, in consultation with the district school superintendent, shall make available digital materials for students in prekindergarten through grade 12 in order to enable students to attain digital skills. The digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications, subject to available funding.

(2) Beginning with the 2013-2014 school year, each district school board, in consultation with the district school superintendent, shall make available digital and instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12.

(3) Accommodations in instruction are allowable for both content and vocational courses. Any accommodation to be provided is based on the individual needs of the student and should be outlined in the individual education plan or 504 plan.

D. Academic Grades for Students with Disabilities Enrolled in Exceptional Student Education Courses

Exceptional students in grades 6-12 enrolled in exceptional student education courses must master the standards established for the course as adopted by the district in order to receive credit for the course. Letter grades received for these courses shall be based upon the criteria indicated in the Student Progression Plan. Nothing about the IEP or the IEP process circumvents the student progression plan for students pursuing core curriculum expectations.

If a student with disability is enrolled in a subject taught by a non-ESE teacher, and progress monitoring data indicates that the student is unable to master the subject content, the assigned instructor is to request an IEP team meeting to discuss what additional supports and services are required for the student to attain mastery of course content, focusing on maintaining content instruction in the least restrictive environment.

E. Procedures for Reporting Unsatisfactory Progress

Teachers are encouraged to communicate with parents at any time during a grading period when the teachers feel, in their professional judgment, that such communication may be beneficial to the student. At the midterm of any nine weeks, if a student is failing a course, it is highly recommended that the teacher contacts the parent and schedules a team meeting to discuss specific strategies that will facilitate the student passing the course.

According to research from the National Center for Prevention of High School Dropout, closely monitoring student performance and attendance during the ninth-grade year is critical for

successful high school completion. To this end, for students who are in the ninth grade, a team conference should be scheduled after the first 20 days of school if the student is (a) failing English or Math coursework or (b) if the student has been absent more than 2 days or (c) if the student demonstrates a combination of failing and absenteeism. At this team conference, specific strategies should be developed to assist the student in passing the coursework and/or increasing attendance. Detailed progress monitoring and follow-up conferences should be outlined. If additional IEP goals and objectives are required or additional support services are needed to help ensure success, a subsequent IEP team meeting should be scheduled.

F. Strategies for Meeting Standard Diploma Requirements

Students whose IEPs and transition goals have identified that they are working on standard (Scholar or Merit) diploma options, must meet the established diploma requirements. If the student experiences challenges addressing those requirements within the parameters outlined by the existing IEP, any member of the IEP team, including the parent or the student (required member if age 14 or older), should request the team to reconvene and adjust the IEP accordingly.

PROMOTION AND RETENTION AT THE SECONDARY AND MIDDLE SCHOOL LEVEL (GRADES 6-12)

Students with disabilities who are receiving instruction in regular state student performance standards shall be promoted based upon the requirements as outlined in the Student Progression Plan. No aspect of the IEP or the IEP process circumvents the pupil progression plan with regard to progression or course requirements. Students with disabilities who are receiving instruction in access points/Florida Standards connectors are promoted based upon meeting proficiency level on the appropriate access points.

The time required to complete the secondary program (grades 9-12) will depend upon the time necessary for the student with disabilities to earn the required number of credits for the selected diploma option and to demonstrate mastery of the required regular or access points/Florida Standards connectors. Promotion is based upon the student's ability to earn the required number of credits for each grade level. Students may be served until their twenty-second (22) birthday, or upon graduation with a regular diploma.

TRANSITION PROVISIONS (1003.5716, F.S.)

Transition to postsecondary education and career opportunities. —All students with disabilities who are 3 years of age to 21 years of age have the right to a free, appropriate public education. As used in this section, the term “IEP” means individual education plan.

(1)To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability attains the age of 12 years in order for his or her postsecondary goals and career goals to be identified and in place when he or she attains the age of 14 years or their first year in high school. This process must include, but is not limited to:

- (a) Consideration of the student’s need for instruction in the area of self-determination and self-advocacy to assist the student’s active and effective participation in an IEP meeting;
- and

(b) Preparation for the student to graduate from high school with a standard high school diploma pursuant to F.S.1003.4282 with a Scholar designation unless the parent chooses an Industry Scholar Designation.

(2) Beginning not later than the first IEP to be in effect when the student attains the age of 16, or younger if determined appropriate by the parent and the IEP team, the IEP must include the following statements that must be updated annually:

(a) A statement of intent to pursue a standard high school diploma and a Scholar or Industry Scholar Designation, pursuant to s. 1003.4285, as determined by the parent.

(b) A statement of intent to receive a standard high school diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements in s. 1003.428 or s. 1003.4282, as applicable, including, but not limited to, a portfolio pursuant to s.1003.4282(11)(b) which meets the criteria specified in State Board of Education rule. The IEP must also specify the outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation.

(c) A statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills and the transition services, including courses of study needed to assist the student in reaching those goals.

(3) Any change in the IEP for the goals specified in subsection (2) must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.

(4) If a participating agency responsible for transition services, other than the school district, fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student that are specified in the IEP. However, this does not relieve any participating agency of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

GRADUATION REQUIREMENTS

A student with disabilities may exit high school with one of the following diplomas:

Standard Diploma (Merit or Scholar)
Certificate of Completion

Subsequent IEP meetings should address the academic performance of the student in relation to the diploma option selected. Changes in the diploma option must be noted on the IEP and signed permission from the parents must be obtained unless the student has attained the age of majority.

The Department of Education shall adopt separate parental consent forms that school districts must use to pursuant to obtaining permission related to change of diploma option and accompanying instructional curriculum (*s. 1008.22*) In accordance with *34 C.F.R. s. 300.503*, the form shall be provided to the parent in the parent's native language, as defined in *34 C.F.R. s. 300.29*, and include a statement that the parent is a participant of the individual education plan team (IEP Team) and has the right to consent or refuse. *Ch. 2013-236 LAWS OF FLORIDA Ch. 2013-236*. The statement shall include information that the refusal of parental consent means that the school district may not proceed with the actions described without a school district due process hearing in accordance with *34 C.F.R. ss. 300.507 and 300.508*.

TYPES OF DIPLOMAS

Standard Diploma (Merit or Scholar)

1. Eligibility - All students with disabilities may be given the opportunity to meet the requirements for a standard diploma. If a student with disabilities is seeking a standard diploma, it must be indicated on the current IEP.
2. Requirements- The standard diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who have:
 - successfully completed the required credits for grades 9-12 as outlined in the Student Progression Plan, Section IV
 - attained a cumulative grade point average of 2.0 on a 4.0 scale for required courses for graduation;
 - taken the 10th grade ELA assessment. A student with a disability is defined in F.S. 1007.02(2), for whom the individual education plan (IEP) committee determines that the statewide assessment cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the statewide assessment requirement waived for the purpose of receiving a standard high school diploma;
 - taken courses and passed the required EOC assessments. A student with a disability, as defined in *s. 1007.02(2)*, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit.

DEFERENTIAL OF RECEIPT OF A STANDARD DIPLOMA

A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at Section 1003.4282(11)(c), F.S and stated below.

- Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age twenty-one (21); and

- Is 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.

The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with subsection 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.

The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.

School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

ADDITIONAL GRADUATION INFORMATION FOR STUDENTS with DISABILITIES

Change in Diploma Option

Effective July 1, 2015, all students with disabilities will select either a standard diploma or a certificate of completion. This change does not affect students with a current IEP option for a special diploma in grades 10-12.

For students who take the Florida Alternative Assessment, standard diploma options include:

- A combination of course substitutions, assessments, industry certifications, or occupational completion points (OCP's) that meet criteria of State Board rule.
- A portfolio of quantifiable evidence documenting mastery of academic standards through "rigorous metrics" established in rule. May include documentation of work, internship, community service, postsecondary credit.

Students with disabilities in grades 9-12 who request a change from a standard diploma status to a certificate of completion status, must do so no less than 15 school days prior to the last calendar day of the official school year. Credit toward a certificate of completion for courses taken in regular education will be given in accordance with SBR 61-1.09401.

Any change in high school graduation options must be approved by the parent; subject to independent review.

Students who meet standard high school diploma requirements may defer the receipt of the diploma if:

- The IEP plan includes special education, transition planning, transition services or related services through age 21.
- The student is enrolled in specific courses.

Waiver of statewide standardized assessment results by the IEP team must be approved by the parent and is subject to independent review.

Students with disabilities may use select industry certifications for some course substitutions, as well as additional substitutions for PE credit. (*s.1003.4282, F.S.*)

School Responsibilities

The school shall make provisions for each student to take regular education, vocational, and exceptional student courses as appropriate for meeting the minimum number of course credits for a certificate of completion. Students with disabilities earning credits in standard courses may count these credits toward the certificate of completion credit requirements as prescribed in their program of study, provided that promotional requirements are met for that course.

PARENTAL INPUT AND MEETINGS

Meetings with School District Personnel

Parents of public-school students may be accompanied by another adult of their choice at any meeting with school district personnel. School district personnel may not object to the attendance of such adult or discourage or attempt to discourage, through any action, statement, or other means, parents from inviting another person of their choice to attend any meeting. Such prohibited actions include, but are not limited to, attempted or actual coercion or harassment of parents or students or retaliation or threats of consequences to parents or students.

1. Such meetings include, but are not limited to, those related to:
 - a. the eligibility for exceptional student education or related services; the development of an individual family support plan (IFSP);
 - b. the development of an individual education plan (IEP);
 - c. the development of a 504-accommodation plan issued under s. 504 of the Rehabilitation Act of 1973;
 - d. the transition of a student from early intervention services to other services;
 - e. the development of postsecondary goals for a student and the transition services needed to reach those goals; and
 - f. other issues that may affect a student's educational environment, discipline, or placement.
3. The parents and school district personnel attending the meeting shall sign a document at the meeting's conclusion which states whether any school district personnel have prohibited, discouraged, or attempted to discourage the parents from inviting a person of their choice to the meeting. *Paragraph (a) of subsection (21) of section 1002.20, Florida Statutes*

Evaluation of Exceptional Student Education Services

Once every 3 years, each school district and school shall complete a Best Practices in Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's exceptional student education policies and procedures. BPIE is an internal assessment process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school team levels.

SECTION VII. STUDENT PROGRESSION FORMS

Taylor County School District

(Insert)
Principal

318 North Clark St.
Perry, FL 32347
850-838-2500

August 2026

Dear Parent,

According to Florida Statute, schools must notify parents in writing if their child is deficient in Reading. Based on data from the previous school year, and/or the first STAR assessment for this year, your child, _____, is considered to be below grade level in Reading as shown by:

_____ FAST ELA scores of Levels 1 or 2
_____ STAR assessment results at Level 1 or 2

The following is a list of ways that we will be helping your child achieve success:

- Progress monitoring frequently
- Small group and individual assistance in the area of concern
- Florida State Standards curriculum
- Research based intervention programs that may include computer-based instruction
- After School Tutoring (during the second semester)

Listed below are ways that you can assist your child:

- Provide reading practice each night for 20 minutes
- Attend Parent Conferences and stay in touch with the teacher
- Encourage effort
- Ask the teacher for ways to help
- Helping our child study spelling words and math facts
- Have your child at school every day unless he/she is sick.
- Have a place and time to do homework

Students experience more success when the parents and teachers work together. If you have questions, please call (INSERT PHONE #).

Sincerely,

(INSERT NAME)

Please sign, date, and return this letter to school. Thanks!

Parent signature

Date

School Letterhead

**Parental Notification for Retained Third Grade Students
[Florida Statute 1008.25(7)(b)3]**

Date: _____ School: _____
Child: _____

Dear Parent or Guardian:

Florida's goal is that every student read at or above grade level. If a student is not progressing at the expected rate, the school district must provide additional assessments to determine how best to support the student. Teachers are required to closely monitor reading progress for all students in kindergarten through third grade. If a teacher identifies a reading concern, the student will be assessed for the severity of the issue. The school must provide supplemental reading instruction to students who are below grade-level expectations.

If the reading deficiency is not remedied by the end of third grade, as demonstrated by scoring Level 2 or higher on the Grade 3 statewide reading assessment, the student must be retained in third grade. Decisions regarding promotion or retention are based on multiple factors, including performance on the state reading assessment, additional evaluations, portfolio reviews, and alternative assessments, including those administered during summer reading programs. Retention provides the student with more time and support to develop reading skills before facing the increased demands of fourth grade and beyond.

This is to notify you that your child has not met the reading level required for promotion and has not met the requirements for one of the good cause exemptions, as provided by Florida law. Each decision about a child's promotion or retention is based on several things, including the student's performance on the state reading assessment, additional evaluations, portfolio reviews, and certain alternative assessments, including those during 3rd Grade Summer Reading Camp. Your child is being retained to give him or her more time to learn to read before he or she must meet the more difficult reading demands of the fourth grade and beyond.

Ask your child's teacher about additional services to help your child.

Sincerely,

Principal

RECOMMENDATION FOR PROMOTION FOR GOOD CAUSE TO FOURTH GRADE

The student, _____, did not meet all required state or district performance measures for his/her grade but is recommended for promotion to the _____ grade for the _____ school year with documentation for good cause as indicated below.

____ The student is an English Language Learner (ELL) who has had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program.

____ The student is a student with disabilities whose Individual Educational Plan (IEP) indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education Rule.

____ The student demonstrates an acceptable level of performance on a norm-referenced standardized reading assessment.

____ The student demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by mastery of the B.E.S.T. standards in reading equal to at least a Level 2 performance on the Florida State Reading Assessment.

____ The student is a student with disabilities who participated in the Florida State Reading Assessment and who has an individual education plan, or a Section 504 plan, that reflects that he/she has had intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained.

____ The student is a third-grade student who has received intensive remediation in reading for two or more years but continues to demonstrate a reading deficiency and has been previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. If promoted under this exemption, the student must continue to receive intensive reading instruction, which includes an altered instructional day based on an individualized reading intervention plan. This plan must utilize specialized diagnostic information and prescribe targeted reading strategies designed to address the student's specific reading needs.

The promotion of this student is appropriate and is based on the student's academic record.

TEACHER

DATE

*I have reviewed and discussed this recommendation with the teacher and _____ approve or
_____ disapprove promotion for good cause.*

PRINCIPAL

DATE

ACCEPTED ☐ REJECTED ☐

SUPERINTENDENT DATE

**RECOMMENDATION FOR PROMOTION
FOR GOOD CAUSE TO ALL GRADES OTHER THAN FOURTH Circle Grade
Recommended: 1 2 3 5 6**

The student, _____, did not meet all required state or district performance measures for his/her grade but is recommended for promotion to the _____ grade for the _____ school year with documentation for good cause as indicated below.

____ The student is an English Language Learner (ELL) who has had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program.

____ The student is a student with disabilities whose Individual Educational Plan (IEP) indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education Rule.

____ The student demonstrates an acceptable level of performance on a norm-referenced standardized reading assessment.

____ The student demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by mastery of the B.E.S.T. standards in reading equal to at least a Level 2 performance on the Florida State Reading Assessment.

____ The student is a student with disabilities who participated in the Florida State Reading Assessment and who has an individual education plan, or a Section 504 plan, that reflects that he/she has had intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained.

It is the recommendation of the Intervention Support Team that conditions exist which would cause this student to be more successful at the next grade and/or that retention would be more adverse than promotion.

The promotion of this student is appropriate and is based on the student's academic record.

TEACHER

DATE

*I have reviewed and discussed this recommendation with the teacher and _____ approve or
_____ disapprove promotion for good cause.*

PRINCIPAL

DATE

ACCEPTED ☐ REJECTED ☐

SUPERINTENDENT DATE

School Letterhead

Third Grade Summer Reading Camp Invitation Letter

May,

Dear Parents or Guardians of _____:

Third grade STATE ASSESSMENT scores are in, and your child's teacher will be contacting you to discuss them. According to Florida State Statute 1008.25, third grade students cannot receive a regular promotion to fourth grade if they score a Level 1 on STATE ASSESSMENT Reading. In order to provide additional help in the area of reading, the Taylor County School District is providing a third-grade Summer Reading Camp. We recommend that your child attend Summer Reading Camp based on his/her reading score and the following criteria:

_____ Your child scored a Level 1 on the Florida State Reading Assessment and would need to score 51% or higher on SAT 10, the standardized test administered at the end of Summer Reading Camp or meet portfolio requirements, which require reading on grade level to receive a Good Cause Promotion to fourth grade. If he/she does not attend summer Reading Camp and scores 51% on SAT 10 or higher or meet the portfolio requirements, he/she will be retained. **Note: We will administer the SAT 10 on _____ to provide an additional opportunity for your child to attain the required score for a Good Cause Promotion.** Your child will still be eligible to attend Summer Reading Camp.

_____ Your child is an English Language Learner (ELL) student who has had less than two years of instruction in English for Speakers of other Languages program. He/she will receive a Good Cause Promotion but would benefit from attending Summer Reading Camp.

_____ Your child scored a Level 1 on the FAST progress monitoring assessment but has already been retained twice in grades K, 1, 2, or 3 and has received intensive remediation in reading for two years. He/she will receive a Good Cause Promotion to fourth grade but would benefit from attending Summer Reading Camp.

_____ Your child scored a Level 1 on the FAST progress monitoring assessment but is a student with disabilities whose Individual Education Plan (IEP) reflects that he/she has had intensive remediation in reading and was previously retained in grades K, 1, 2, or 3. He/she will receive a Good Cause Promotion but would benefit from attending Summer Reading Camp.

In order to plan for your child and to provide the best possible experience, we need to know if he/she will attend Summer Reading Camp. Please complete the second page of this letter and return it to your child's teacher by _____. If you have questions or concerns, contact me or your child's teacher. Thank you in advance for the opportunity to help improve your child's reading skills.

Sincerely,

Principal

School Letterhead

**Mid-Year Promotion to Fourth
Grade**

Date:

Dear _____: (name of parent/guardian)

Congratulations! Your child, _____, has successfully completed all the requirements for mid-year promotion to fourth grade as noted below.

_____ was retained as a result of a reading deficiency, but is working on grade level or above in mathematics

_____ has participated in intensive remediation for reading;

_____ did not qualify for a Good Cause promotion;

_____ demonstrates through portfolio or standardized assessment that he/she has attained a proficient (successful and independent, reading at or above grade level) level of reading as defined in the Student Progression Plan;

_____ demonstrates the proficiency required to score at Level 3 on the grade 3 FAST progress monitoring assessment as determined by the State Board of Education as documented in a student portfolio, and/or an average or above average score on a norm-referenced reading assessment; and

_____ demonstrates achievement that provides a reasonable expectation that the student's progress is sufficient to master appropriate 4th grade level skills.

Your child is now a fourth-grade student and will be required to meet the proficiency levels for fourth grade. This is a great achievement, and we offer our congratulations to _____. We hope this fourth-grade year is a successful one.

Sincerely

Principal

EARLY ADMISSION

Student/Parent Agreement

The purpose of this agreement is to ensure that parents and students are aware of the regulations involving student participation in an early admissions program.

The following is provided and should be discussed with the senior counselor and Assistant Principal of Curriculum prior to granting approval for this full-time college program. It is for the entire senior year. The application process starts early in the second semester of the junior year.

Students applying for Early Admission must meet the following requirements and be willing to adhere to the following rules:

1. Fulfillment of the Taylor County School District requirements through the 11th grade
2. 3.0 GPA (unweighted) at the end of the 11th grade year (for NFCC).
3.8 GPA (unweighted) at the end of the 11th grade year (for FSU and FAMU).

3. Recommendation of a guidance counselor.

4. Approval of the Assistant Principal.

Students wishing to attend classes off campus and their parents must agree to the following conditions:

Student must receive prior approval before registering for any classes from the Assistant Principal.

This approval must be obtained for each semester of classes. The student must bring a copy of his/her grades to the Assistant Principal of Curriculum at the end of the college Fall semester. At this time, the courses for the second semester will be checked for approval. If the student registers for classes that are not approved the student will have to withdraw from the classes during the drop/add period. At the end of the second semester students must immediately bring the grades to the guidance department so that the student may be part of the graduation ceremony.

Student must take two semesters of English classes, one semester of economics and one semester of American Government. If the student tests out of ENC1101, the student must take ENC1102 or its equivalent and an approved English/Humanities class. If the student tests out of ENC1101 and ENC1102 or its equivalent, the student must take two semesters of an approved English/Humanities class.

Student is to take a minimum of 12 credit hours of classes each semester. Any additional hours must be pre-approved by the Assistant Principal.

A student receiving any grades of C or lower will be denied approval for the second semester and enrolled full-time in Taylor High School for the second semester.

GRADUATION

Students may participate in graduation if permission to do so has been requested and granted in writing.

Responsibility concerning senior graduation exercises and related activities including dates of practice, ordering of invitations, senior pictures etc. is left to the student.

Students are eligible to be valedictorian, salutatorian, and honor court.

I have read and understand the above agreement concerning early admissions at Taylor High School. I agree to adhere to the rules and regulations of the Early Admissions Program.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

TAYLOR COUNTY SCHOOL BOARD
STUDENT PROGRESSION GRADE PLACEMENT FORM FOR K-8

School: _____ Date _____
Student: _____ Grade _____

A review of school records including standardized tests and daily work for _____ has been reviewed to determine appropriate placement for the school year. In addition, the criteria for promotion as outlined in the Student Progression Plan has been reviewed. The committee agrees that the following placement is in the best interest of the student and that all other alternatives have been exhausted and would be ineffective at this time.

Placement _____
Retained in Grade _____
Placed for Good Cause in Grade _____
Reason for Placement _____

Summer School _____
Other _____

Staffing Committee:

Principal/Designee Date: _____

Guidance Counselor/Student Services Date: _____

Teacher(s) Date: _____

Parent/Guardian Date: _____

____ Parent came to meeting ____ Parent contacted by phone ____ Mailed copy to parent (If parent is unable to attend the meeting contact by phone may be made with documentation. Copy should be mailed if parent does not attend the meeting.) TCSB 0304-29

Taylor County School District Acceleration Policy

OPPORTUNITIES FOR ADVANCED STUDENTS

Students who are ready for advanced academic challenges will find a number of opportunities in Taylor County for accelerated learning.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

1. Available Options: Academically challenging curriculum or accelerated instruction will be available for eligible students in grades K-12. Each school will offer:

- a. whole grade and midyear promotion;
- b. subject-matter acceleration; and
- c. virtual instruction in higher grade level subjects.

2. Eligibility Options: The eligibility requirements for ACCEL Options include:

- a. demonstrates exceptionally high achievement in grades and daily performance;
- b. demonstrates mastery of all standards if a grade level is to be by-passed.
- c. scores a Level 5 on FAST progress monitoring assessment in reading and math, for students in grades 3-6 or exhibit a similar score on an approved equivalent test;
- d. scores 90% or higher on a district approved standards-based test or placement tests;
- e. been in attendance at school for 95% of the time for the previous year;
- f. has no Ns or Us in conduct for the previous year;
- g. recommendation by a core-curricula teacher;
- h. kindergarten and first grade students must meet the age requirements set forth in s. 1003.21, F.S.

3. Parent Request for Participation in ACCEL Options

Requests by parents for ACCEL Options shall be referred to by the school principal by July 15th. After receiving the request, the school principal shall confer with and review information from appropriate school personnel who are involved with the student, included but not limited to, the student's teacher(s), the principal, and the guidance counselor. If a student participates in an ACCEL option by parent request, a performance contract must be executed. If the ACCEL option chosen is assignment of a pupil to a higher grade, which results in the student skipping a grade or part of a grade, the student's cumulative guidance record and report card should indicate "Accelerated Placement in Grade ___", major reason(s) for the assignment, and the name of the principal who has the responsibility for final grade placement decisions.

4. Credit Acceleration Program (CAP)

Students in middle and high school may participate in CAP. Students who are not enrolled in courses with EOC assessments may take the EOC assessment. If the student passes the EOC assessment, they will earn high school credit for the course but are not required to take the course. A student must have a Level 5 on FAST progress monitoring assessment in Mathematics to be eligible to take the Algebra 1 EOC or Geometry EOC for the CAP. A student must have Level 5 on Florida State Assessments in Science to be eligible to take the Biology 1 EOC. Any student who requests to take an EOC for CAP must make that request by the end of the first semester.

5. Exit Procedures

1. If the requirements and demands of the acceleration program cause the student adjustment problems, the following action steps will be taken:
 - a. The teacher will review the student's progress at the end of each nine weeks and determine the areas of difficulty.
 - b. A notice will be sent to those students in the accelerated program whose average in the accelerated course falls below 85, their attendance falls below 95%, and/or the student earns an N or a U in conduct.
 - c. A decision relevant to the student's continued involvement in the program will be made by the ACCEL Committee.
2. Students will be withdrawn from the accelerated courses:
 - a. If the individual does not maintain an 85 average in the ACCEL course, their attendance falls below 95%, and/or the student earns an N or a U in conduct.
 - b. With parental permission.
3. Students who are withdrawn from accelerated courses prior to the third nine weeks will be entered into a non-accelerated class without penalty. The student's grade will be transferred to a regular course.
4. All final exit decisions will be reviewed and approved by the ACCEL Committee.

6. Participation in Subsequent Years

To continue in the accelerated program in the next grade, the student must have met the following minimum standards.

1. Academic average of at least 85% in each of the marking periods with an overall average of 85% in the previous accelerated class, average daily attendance of at least 95%, and conduct grades of S or higher.
2. A demonstration of a capacity for self-direction in successful completion of individual assignments.
3. Positive work habits as demonstrated by attitude and regular participation in class.

Taylor County School District

ACCEL COMMITMENT CONTRACT

Each student opting for acceleration will be asked to sign a contract outlining his or her commitment to the program prior to the start of the course. The contract will also be signed by the student's parents/guardian, the department chairperson, and the school principal.

Grade recently completed _____ Grade level requested for next school year _____

I, _____, agree to enter into an accelerated program in the following subject(s) beginning on _____, _____:

Subject Area	Course Title	ACCEL Grade Level
English / Reading		
Math		
Science		
History		
Other		

_____ (Initial) The program has been fully explained to me, and I understand that:

- A. I will be placed in an accelerated course and be expected to maintain an 85 average in that course.
- B. I will be in attendance 95% each nine weeks
- C. I must maintain at least Satisfactory Conduct
- D. I may exit or be dropped from this program as described in the exit procedure section of the policy.

Signed:		Date _____
	Student	
		Date _____
	Parent	
		Date _____
	Teacher	
		Date _____
	Guidance Counselor	
		Date _____
	Principal	

