

Student Progression

PLAN



2024-2025



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www.pascoschools.org

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I – FLORIDA STATUTE



Section I Florida Statute



Florida Statute [1008.25](#) requires each district school board to establish a comprehensive program for student progression. Each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, mathematics, and social studies. The district school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, response to intensive interventions and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

Florida law also prohibits that a student be assigned to a grade level based solely on age or other factors that constitute social promotion.

Each district school board must annually publish on the district website the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in statute.
5. Any revisions to Pasco County School's policies and procedures on student retention and promotion from the prior year.

II – PREFACE



Section II Preface



The Pasco County School's Student Progression Plan (SPP) is designed to support the District's vision of providing a world-class education that will prepare our students for college, career, and life. This vision places a focus on standards based, high impact instruction that is rooted in high expectations for all students.

Pasco County Schools is dedicated to the total and continuous development of each student. The professional staff of the school system is responsible for the development of administrative procedures to ensure the placement of individual students in the programs and in the level best suited to meet the individual student's academic needs, with consideration given to the student's social, emotional, and physical development.

Pasco County Schools will prescribe and adopt standards and policies to provide each student the opportunity to receive a complete education program, including language arts, mathematics, science, social studies, health, physical education, world languages and the arts as defined in the standards recognized by the Florida Department of Education.

The standards will emphasize integration and reinforcement of reading, writing, and mathematics skills across all subjects including career awareness, career exploration, and career and technical education.

Decisions regarding student promotion in Pasco County Schools are based on student achievement.

Pasco County Schools is committed to the implementation of a Problem Solving/Response to Instruction-Intervention (MTSS) framework to align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. Pasco County Schools will provide high quality instruction and intervention matched to student needs and use data over time to make important educational decisions – including decisions regarding promotion, acceleration, retention, and remediation.

The measures that are employed to implement the plan clearly reflect the multi-cultural composition of the community. A student must be provided placement that is appropriate for the student's level of English language proficiency. The acquisition of English language skills is the highest instructional priority for speakers of other languages. Instruction is presented in a mainstream setting through content areas and each student's cultural background is recognized and treated with integrity.

Pasco County Schools shall implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school.

As part of the SPP, procedures are established to achieve parent understanding, cooperation, and acceptance of the student's promotion or placement within district and state regulations.

III – ELEMENTARY SCHOOL (GRADES PK-5) POLICIES



Section III **Elementary School**



A. Elementary (Grades PK-5) Curriculum and Instruction

1. Introduction

The elementary section of the Pasco County School's Student Progression Plan (SPP) is designed to support the District's vision of providing a world-class education that will prepare our students for college, career, and life. This vision places a focus on standards based, high impact instruction that is rooted in high expectations for all students.

The SPP is designed to ensure that all students meet high academic standards through a standards-driven curriculum, rigorous and relevant instruction that is focused on critical thinking and problem-solving. The effectiveness of this instruction is evaluated through the District's comprehensive system for student progression. The program analyzes assessment data through a universal screening and continuous progress monitoring system to identify students that need more intensive instructional support to accelerate growth. These instructional interventions are implemented and the student responses to them are continuously monitored to determine the level of effectiveness. Areas addressed within the plan are focused on preparing students to achieve success in college, career, and life.

Note: Updates from legislation may occur after the publication of this document. Though every effort is made to address the impact of State Statute and Federal mandates on Pasco County Schools' policies, it is possible that answers may not be found in this document. These omissions are not to be construed as Pasco County Schools granting permission for issues not covered in the Student Progression Plan. For clarification on these types of issues, please contact the Director of the Office for Leading and Learning. Additionally, Pasco County Schools reserves the right to waive requirements outlined in the Student Progression Plan if the decision is in the best interest of a student or students, which is at the sole discretion of the Superintendent, and in alignment with state statute.

2. Pre-Kindergarten

Pasco County Schools offers pre-kindergarten to our youngest learners through Voluntary Pre-Kindergarten (VPK), Head Start or Pre-K Inclusion (Blended). Florida's Voluntary Prekindergarten Education Program (VPK) is a free educational program that prepares 4-year-olds for kindergarten and beyond. Children must live in Florida and be 4 on or before September 1 of the school year they enroll. Parents can choose from private childcare centers or public schools and school-year or summer programs. Parents of 4-year-olds with special needs have an option outside the classroom setting – VPK Specialized Instructional Services (VPK-SIS). Head Start is a program of the United States Department of Health and Human Services that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low-income children and families. The PreK Exceptional Student Education Program offers a variety of program models and options for children from age three through age five who have been identified with developmental delay. The program model is determined at the child's eligibility meeting based on the individual child's needs. In addition, children identified as visually impaired, deaf or hard of hearing receive services from birth through age two. Students will be referred to the district from VPK after exhibiting substantial deficiencies in early literacy skills.

3. Requirements for Curriculum, Instruction, and Assessment

The curriculum, assessment, and instruction system of Pasco County Schools is aligned with the Florida state education goals, performance standards as defined by the Florida Department of Education. Schools will offer courses of study and instruction that reflect the appropriate Standards in K–12 language arts, reading, mathematics, science, social studies, fine and performing arts, physical education, health, computer science, and world languages. Instruction will address the skills and competencies that a student must master in order to graduate from high school [F.S. 1001.03, and 1003.4282].

Schools must offer high impact instruction in reading in a dedicated block of time of at least a 90-minute duration utilizing district-adopted core and supplemental materials. In addition to, or as an extension of the 90-minute reading block, the classroom teacher, special education teacher, or reading intervention teacher will provide immediate intensive tiered supports and interventions to children as determined by progress monitoring and other forms of assessment.

Students are required to participate in 150 minutes each week of physical education in grades K-5 (F.S. 1003.455). The physical education requirement shall be waived for a student in grades K-5 who meets one of the following criteria:

- a. The student is enrolled or required to enroll in a remedial course.
- b. The student's parent indicates in writing to the school that:
 - 1. The student is enrolled in another course from among those offered as options by the school district; or
 - 2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Pasco County Schools shall provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day.

Each school will offer instruction for English Language Learners (ELLs) which complies with the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990 and with the District ELL Plan, which is both board approved by Pasco County Schools and the Florida State Department of Education. No student will be denied appropriate use of his/her primary language [F.S. 1002.20(10) and 1003.56(1)(3)(5)]. Each student may participate in statewide assessment tests at designated grade levels, as required by F.S. 1008.25.

4. Student Rights for Instruction (F.S. 1002.20)

All public education courses shall be available to all students without regard to race, ethnicity, national origin, gender, disability, religion or marital status; however, this is not intended to eliminate the provision of programs designed to meet the needs of English Language Learners (ELLs) or exceptional students.

The English Language Learner (ELL) services are designed to meet the English language proficiency, academic, and social needs of ELLs as defined in the District ELL Plan - A Plan to Assure Comprehensible Instruction for ELLs. No student will be denied appropriate use of his/her primary language.

Pursuant to Florida statute, students have the right to access, and parents have the right to enroll their child in a virtual education instruction program.

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against, may file a grievance according to the procedure established in Board Policy.

5. Unaccompanied Youth

Unaccompanied Youth are determined as students who are **NOT** in the physical custody of a parent or legal guardian **AND** are homeless.

Certified Unaccompanied Youth are determined as students who are **16 years of age** or older **AND** not in the physical custody of parent or legal guardian **AND** homeless.

Students who are certified unaccompanied youth should be able to consent for accessibility to their records and participate in their education without delayed enrollment if there is no parent, legal guardian, or caregiver present. A surrogate parent could be requested, depending on the educational need.

Students who are certified unaccompanied youth should be able to list the caregiver with whom they live and keep their parent or legal guardian's address as a mailing address. This information may be verified with the SIT program.

A lack of any emergency contacts for any unaccompanied youth shall not delay school enrollment. When deciding whom to list as contacts, the first contact should be a person with whom the student is currently residing. Legal parents and guardians' may also be kept on record.

Students who are certified unaccompanied youth may need to withdraw from a brick-and-mortar Pasco County public school in order to enroll in a new educational program such as 24/7, FLVS, GED, etc. or they may need to withdraw so they can enroll in a district outside of Pasco County. If a certified unaccompanied youth wishes to withdraw from their current enrollment, the parent, legal guardian, or caregiver should be notified. Additionally, school staffs members including the SIT and drop out

prevention program coordinators should be notified. Information should be provided to the certified unaccompanied youth on how to enroll in the new educational program.

6. Placement

a. Kindergarten/First Year Primary Legal Requirements

Students must be five years of age on or before September 1st of the school year ([F.S. 1003.21](#)). Parents/Guardians must have adequate documentation which can be found on the [Enrollment Services Webpage](#). Any student transferring from another state or private school will be placed in a grade determined by the principal (or designee) of the receiving school.

A student who turns five after September 1st may not receive a Florida Department of Education waiver to enter Kindergarten early. There is no Florida statute or State board of education rule that includes any provision to waive the age requirement for kindergarten enrollment.

A student who transfers from an out-of-state school and who does not meet regular age requirements for admission to Florida public schools, may be admitted if he or she meets the age requirements for the public schools in the state from which he is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the school board. If a student is transferring from an **out-of-state public school, or any nonpublic school**, the parents/guardians must provide documentation which can be found on the [Enrollment Services Webpage](#) prior to enrollment.

Any student transferring from another state or private school will be placed in a grade determined by the principal (or designee) of the receiving school.

State Mandated Kindergarten Screener

All school districts are required to administer the kindergarten readiness screener as identified by the State of Florida to each kindergarten student in the district school system during the first 30 school days of the school year. The statewide kindergarten screening assesses the readiness of each student for kindergarten based upon the performance standards adopted by the Department of Education under [F.S. 1002.67\(1\) and 1002.69](#), for the Voluntary Pre-Kindergarten Program. Reading instruction/interventions will be provided based upon the screening results and diagnostic assessment.

b. First Grade/Second Year Primary Legal Requirements ([F.S. 1003.21](#))

Prior to placement in grade 1, students must:

1. be six years of age on or before September 1st of the current school year and have been enrolled in a public school; or
2. be six years of age on or before September 1st of the current school year and able to provide evidence of a report card reflective of the student's satisfactory completion of kindergarten in another state or private school, or letter by the principal or director of the school certifying the student has been enrolled in a public or private school.

c. Transfers from Out-Of-State or Out-of-Country Schools

A student who transfers from an out-of-state school or an out-of-country school who does not meet regular age requirements for admission to Florida public schools, may be admitted if he or she meets the age requirements for the public schools in the state from which he is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the school board. If a student is transferring from an **out-of-state public school, out-of-country school or any nonpublic school**, the parents/guardians must provide documentation prior to enrollment which can be found on the [Enrollment Services Webpage](#) prior to enrollment.

When a student transfers from another district, state, or country and there is evidence of multiple retentions and/or a drastic discrepancy between chronological age and grade level, the school should evaluate the appropriateness of the current grade placement. **Placement in the same grade as that recommended by the former school is not automatic.** A four (4) to six (6) week screening period will be allowed from the time of enrollment, to assist with placement adjustments. Serious consideration is to be given to screening results. The school may review all student educational records, confer with

previous school district/administration, confer with the parents/guardians, and use appropriate subject area tests when available to determine the appropriate educational placement.

Based on district educational guidelines related to promotion and retention, a principal may place a student in an appropriate grade level or educational setting.

d. Transfers from Home Education Programs K-5 and Private Schools

When a student who meets legal age requirements for enrollment in a Florida public school transfers from a Home Education program or private school, the principal is responsible for appropriate placement. **Placement in the same grade as that recommended by the former school is not automatic.** Initial placement should be based on a review of academic progress and achievement documented by the former school or program. Parents of former Home Education students are responsible for a portfolio of records and materials for review. The portfolio is to include a log of educational activities, titles or readings, and samples of any writing, worksheets, workbooks, or creative materials used or developed by the student [F.S. 1002.41 (b)(c)]. The portfolio shall be preserved by the parent for 2 years and shall be made available for inspection by the district (superintendent and staff) upon 15 days' written notice.

A four (4) to six (6) week screening period will be allowed from the time of enrollment, to assist with placement adjustments. Serious consideration is to be given to screening results. A placement decision may be made in consultation with the teacher(s), other appropriate staff, and parents/guardians. Until screening is completed, students who are five (5) or six (6) years old are temporarily placed according to the legal age requirements.

For Kindergarten – Fifth Grade: Screening activities will identify students' instructional needs and will assist schools in making grade level placements. Attention will be paid to:

1. academic performance
2. concept development
3. social emotional behavior
4. health and physical development
5. home language survey

e. Transfers from Florida Public K-8 Virtual School Programs

Students transferring from any district virtual school program as authorized by the State of Florida are to be placed in a manner similar to public school transfers from other Florida districts. Full time enrollment for elementary Pasco eSchool needs to occur during the published enrollment period (see [District website](#)). Shared enrollment for students in Pasco eSchool may occur in alignment with the district drop/add timelines. Students may also take additional courses through Pasco eSchool beyond the regular school day with administrative approval.

f. Classroom Placement Multiple Birth Siblings (F.S. 1003.06)

Multiple birth siblings who are assigned to the same grade level and school may be placed in the same classroom or separate classrooms if a request is made by the parents in writing within five (5) days before the first day of each school year or five (5) days after the first day the student enrolls in the school if they transfer during the school year.

F. S. 1003.06(6) specifies that the provisions do not apply to the right or obligations of students with disabilities under F.S. 1003.57 or under the Individual's with Disabilities Education Act (IDEA), regarding the individual placement decisions of the school district, or the removal of students pursuant to disciplinary policies.

After consulting with the teacher(s) involved at the end of the first grading period, the principal may review the siblings' placement. If it is determined that their placement is disruptive to the school, the principal may consider a more appropriate setting for the siblings.

A parent/guardian may appeal the principal's classroom placement of multiple birth siblings to the principal, in writing, within 5 days. The appeal will be forwarded to the grade-level Assistant Superintendent for a final decision. During an appeal, the multiple birth siblings shall remain in the classroom chosen by the parent.

7. Student Progression: Promotion, Promotion with Instructional Support, and Retention [\(F.S. 1008.25\)](#)

Student progression in grades K-5 is determined by a variety of indicators, as defined by state standards and district expectations, which are aligned with the standards as defined by the Florida Department of Education. These expectations include specific levels of student performance on locally determined assessments, including universal screenings and ongoing progress monitoring, and results of statewide assessments, as defined by the Commissioner of Education [[F.S. 1008.25\(5\)](#)]. Promotion from one level to the next is based upon each student's progress toward the accomplishment of high standards that are both challenging and achievable. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, response to intensive interventions and other relevant information. The final decision as to grade placement is the responsibility of the principal. **The only exceptions are the Mandatory Grade 3 Retention and skipping a grade.**

a. Promotion

1. State and District Identified Levels of Performance

The student's growth toward the accomplishment of state and district identified minimum levels of performance in English Language Arts, science, mathematics, and social studies shall be the primary consideration in promotion/retention decisions. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based instruction/interventions implemented with fidelity.

2. Students Supported with Intensive Instructional Support

For students previously identified as not meeting district/state determined minimum levels of performance, assessment data will be used to identify a student's level of performance and rate of progress. Intensive interventions (Tier 3) will be developed and the student's response to the interventions will be monitored to accelerate the student's rate of progress toward standards.

3. Grade Level Acceleration

Students performing above grade level in one or more content areas should have their instructional program tailored to meet their academic needs. If data supports student mastery in all content areas and differentiation is not adequate to meet the needs of the student, grade acceleration may be recommended. When a principal recommends placement of a student into a higher grade, which results in the student skipping a grade, prior approval must be granted from the Superintendent's staff.

4. English Language Learner (ELL)

ELLs will be graded on the general education standards, benchmarks, and course content requirements; however, the English Language Arts (ELA), content, and special area teachers will provide differentiated strategies, and instructional and assessment accommodations to provide comprehensible instruction at the learner's level of English language proficiency and give the student the opportunity to learn content, even with limited English proficiency.

English Language Learners will not receive unsatisfactory or failing grades if English Speakers of Other Languages (ESOL) strategies and accommodations appropriate to the English proficiency level of the student have not been implemented as required by the Florida Consent Decree. Additionally, ELLs will not receive unsatisfactory or failing grades based solely on lack of English language proficiency. An ELL committee is required before retaining an ELL. Evidence that the student has been provided with accommodations and strategies based on the student's English language proficiency must be presented at the ELL committee meeting.

In order to provide comprehensible instruction and give ELLs access to content and the opportunity to learn, teachers will provide differentiated assignments, ESOL strategies, and instructional and assessment accommodations in accordance with the Florida Consent Decree.

Promotion or retention decisions may not be made for an individual ELL based on English language proficiency or solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. Schools should review the mandatory grade 3 promotion/retention policy if the student is a 3rd grade student who scored a level 1 on the state ELA Assessment.

5. Exceptional Student Education (ESE) Pursuing Florida Standard High School Diploma

A decision to promote ESE students pursuing current state standards will be based on the requirements as specified in the Student Progression Plan for basic education students with accommodations as identified in the student's Individual Education Plan (IEP).

6. Exceptional Student Education (ESE) Pursuing Florida Standards Access Points

The decision to promote ESE students pursuing Florida Standards Access Points will be based on classroom-based assessments, achievement measured by an alternate assessment, and progress in social development.

b. Promotion with Instructional Support

All students should be afforded every opportunity to meet achievement expectations. When a student is not meeting district/state identified minimum levels of performance, assessment data will be used to identify the student's level of performance and rate of progress. Intensive interventions (Tier 3) will be developed and the student's response to the intervention will be monitored to accelerate the student's rate of progress toward standards. Any student whose overall performance suggests he/she would benefit from being officially placed in the next grade level at the end of the year without meeting district/state identified minimum levels of performance in English Language Arts (reading and writing) and/or mathematics will be promoted with instructional support. All students promoted with instructional support will receive a Progress Monitoring Plan (PMP).

1. No Social Promotion

No student can be assigned to a grade level based solely on age or other factors that constitute social promotion [[F.S. 1008.25\(6\)](#)].

2. Instructional Support

All students should be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive intensive instructional support (Tier 3) to accelerate the student's rate of progress toward standards.

The areas of academic need and intervention strategies are identified through a problem solving/response to instruction/intervention process. Multiple tiers of support are implemented to support student academic performance. Students needing intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

The parent of any PK-3 student who exhibits a substantial reading deficiency or the characteristics of dyslexia pursuant to [s. 1008.25\(5\)](#) or any PK-4 student who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia pursuant to [s. 1008.25\(6\)](#) shall be immediately notified of the student's deficiency and be consulted in the development of a plan, as described in [s. 1008.25\(4\)\(b\)](#).

a. Progress Monitoring Plan (PMP)

Students with a substantial deficiency in ELA (reading and writing) or mathematics, as determined by a triangulation of data, including performance on statewide assessments as defined by the Commissioner of

Education, must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan (PMP), or both. Students in need of Tier 3 intensive interventions and remediation will receive a PMP in the designated area (ELA or math). The PMP shall be developed in consultation with a parent/guardian and data will be collected and monitored throughout the year, and progress will be reported to parents monthly.

English Language Learners (ELLs) should be afforded the opportunity to acquire basic English language proficiency before being included in the schoolwide PMP process. Typically, ELLs who have been in the ESOL (English for Speakers of Other Languages) program less than 2 years should not be included in the PMP process. An ELL plan should be developed and implemented that includes ESOL strategies and accommodations. ELLs who have been in the ESOL program more than 2 years should be included in the PMP process in the same way as non-ELL students. An ELL committee is not required when assigning a PMP to an ELL student. The Individual Education Plan (IEP) may replace the PMP for Exceptional Student Education (ESE) students when the IEP includes the required elements of the PMP. The IEP must address the intensive instructional and support services in the identified area(s) of deficiency.

Refer to the Pasco County MTSS Guidebook for further details.

b. Reading Requirements

The K-12 Comprehensive Evidence-Based Reading plan provides instructional guidance in reading. The K-12 Reading Plan includes a reading decision tree, to be used during the problem-solving process when supporting students who have been identified as having a substantial deficiency in reading. Students will initially be screened for determining placement and making curriculum decisions. For students not meeting baseline criteria, diagnostic assessments will be used to develop interventions matched to student need and their progress will be continually monitored throughout the year.

c. Resource Allocation

The allocation of remedial and supplemental instructional resources for students shall occur in the following priority:

1. students who are deficient in reading by the end of grade 3; or
2. students who fail to meet performance levels required for promotion consistent with the District's plan for student progression.

d. End-of-Year Decisions for Students Not Meeting Standards

Any student who does not meet the district identified minimum levels of performance in English Language Arts (reading and writing), mathematics, or who does not meet the identified minimum levels of performance on statewide assessments must be provided remediation. Students not meeting grade level expectations receive increasingly intensive instruction/intervention services implemented to support student academic performance. Students are matched to the instruction/intervention tier based on screening, progress monitoring, and diagnostic assessments.

At the conclusion of the school year, student performance is compared to the District identified minimum levels of performance in English Language Arts (reading and writing) and mathematics, to determine whether they meet expectations. Determinations are made for placement for the following year. Based on performance, there are three options for student placement:

Option 1: Students that master grade level standards through acceleration before the beginning of the next school year will be promoted.

Option 2: Students that have not mastered grade level standards through acceleration before the beginning of the next school year will be promoted with increased progress monitoring and continued intensive instructional interventions.

Option 3: If retention is deemed appropriate, then the student must receive instruction that is different from the previous year's program and considers the student's learning style and adjustment made to the plan based on student needs.

Parents/guardians of each student will be notified in writing annually of the progress of the student toward achieving the state and district identified minimum levels of performance in English Language Arts, mathematics, and the student's results on each statewide assessment test. Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity. Every effort will be made to provide communication in the child's/parent's home language.

e. Placements Not Addressed in the Student Progression Plan (SPP)

The Superintendent's staff must review any student placement that is not addressed or supported in the SPP.

c. Retention

Any decision to retain should be based on the factors below and must be discussed with parents/guardians. The following rules and guidelines were established to assist school personnel in making retention decisions at the elementary level as indicated in the 4th Grade Promotion Guidelines.

The final decision as to grade placement is the responsibility of the principal. The only exception is the Mandatory Grade 3 Retention.

1. Academic Performance

The student's growth toward meeting standards in English Language Arts (reading and writing), mathematics, shall be the primary consideration in promotion/retention decisions. Retention decisions must be based on more than a single test score. There should be a preponderance of evidence that has been collected over time.

2. Additional Factors to Consider Before Retaining a Student (Grades K, 1, 2, 4, or 5)

Listed below are factors that need to be considered before making the decision to retain a student in grades K, 1, 2, 4, or 5. Carefully read the language outlined in **Previous Retention(s)** prior to making the decision to retain a student in grades K, 1 or 2. After careful consideration by a school review committee, the decision to promote a student may be based on the following factors:

a. Exceptional Student Education (ESE)

The student's IEP goals should be considered. Exceptional education students would benefit from additional individualized instructional strategies in lieu of retention.

b. English Language Learners

Retention is not recommended for ELLs who have been in U.S. schools and/or the ESOL program less than two years and have not had the opportunity to develop basic social and academic English language skills. Any retention decision for an ELL requires review by the ESOL Program office prior to holding an ELL committee meeting. For this type of retention there must be evidence that indicates that ESOL strategies and accommodations appropriate to the English proficiency level of the student have been implemented as required by the Florida Consent Decree and that there has been no progress in reading, writing and mathematics in English.

No student may be retained based solely on his/her level of English language proficiency or solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an English Language Learner (ELL) must be made through the action of an ELL Committee Meeting. A member from the ESOL Program (ESOL Curriculum Specialist or ESOL ITC) must be included in the ELL Committee meeting when deciding retention for any ESOL student. It shall be the ELL committee's responsibility to ascertain that the comprehensive English for Speakers of Other Languages (ESOL) strategies, and accommodations have been consistently applied during classroom instruction and assessment in all courses. Evidence of accommodations and ESOL strategies being

afforded to the student must be provided at the time of the meeting. Schools should review the mandatory grade 3 promotion/retention policy if the student is a 3rd grade student who scored a level 1 on the state ELA Assessment.

English Language Learners will not receive unsatisfactory or failing grades if ESOL strategies and accommodations appropriate to the English proficiency level of the student have not been implemented and documented in the strategy sheet in myStudent as required by the Florida Consent Decree. Additionally, ELLs will not receive unsatisfactory or failing grades based solely on lack of English language proficiency. In order to provide comprehensible instruction and give ELLs access to content and the opportunity to learn, the ELA, content area, and special area teachers will provide differentiation through various ESOL strategies, instructional assignments, and assessment accommodations in accordance with the Florida Consent Decree.

c. Previous Retention(s)

Under most circumstances, a student may be retained in elementary school (grades K- 5) only once. However, in the case of mandatory grade 3 retention, a student may be retained in elementary school a second time if, after receiving the most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need, provided in addition to and aligned with Tiers 1 & 2 academic instruction and supports, the student continues to perform below the district identified minimum levels of performance and there is no justification for promotion with instructional support to the next grade.

In the event a principal makes a recommendation to retain a student more than one time in grades K-5, if after remediation, the student continues to perform below the district identified minimum levels of performance and there is no justification for promotion with instructional support to the next grade, it requires approval by the Superintendent's staff. For a student who has been retained two or more years, an appropriate alternative placement should be considered [[F.S. 1008.25\(2\)\(c\)](#)].

d. Fourth Grade Promotion [[F.S. 1008.25](#)]:

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. [1008.22, F.S.](#), for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts assessment required under s. [1008.22, F.S.](#), the student must be retained.

1. Grade 3 Good Cause Exemptions [[F.S. 1008.25\(6\)](#)]:

Students may be exempt from mandatory retention based only on the following good cause exemptions:

- a. limited English proficient students (ELLs) who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States;
- b. students with disabilities, whose individual educational plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of section [1008.21, F.S.](#), Alternate Assessment (FAA) administered for students instructed in Florida Standards Access Points;
- c. students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education;
- d. students who demonstrate standards mastery through a student portfolio, equivalent to Level 2 performance on the statewide standardized assessment;
- e. students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual educational plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2 or grade 3.
- f. students who have received intensive reading intervention for 2 or more years but still demonstrates a deficiency in reading and who were previously retained in K, 1, 2, or 3 for a total of two years. A student may not be retained more than once in 3rd grade.

2. Student Portfolios for Promotion to Grade 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the B.E.S.T. ELA Standards is equal to at least a Level 2 performance on the grade three statewide, standardized English Language Arts assessment under [s. 1008.22, F.S.](#) Such evidence shall be an organized collection of the student's mastery of the B.E.S.T. ELA Standards that are assessed by the grade three statewide, standardized English Language Arts assessment under [s. 1008.22, F.S.](#) A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. The student portfolio must meet the following criteria:

- a. Be selected by the student's teacher;
- b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- c. Include evidence that the benchmarks assessed by the grade three statewide standardized English Language Arts assessment under [s. 1008.22, F.S.](#), have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. ELA Standards.
- d. Be an organized collection of evidence of the student's mastery of the B.E.S.T. ELA Standards that are assessed by the grade three statewide standardized English Language Arts assessment under [s. 1008.22, F.S.](#) For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark and,
- e. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

3. Successful Progression for Students Promoted with Good Cause

Fourth grade students who received a good cause exemption from retention must be provided explicit, systematic and multisensory reading instruction and intervention strategies through an altered instructional day with intensive reading instruction and intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. ([Section 1008.25\(4\), F.S.](#), and [Section 1008.25\(6\)\(b\), F.S.](#))

4. Mid-Year Promotion

Students retained in grade 3 may qualify for early promotion to grade 4 during the first nine weeks of the school year by demonstrating that they are able to read on grade level as evidenced by showing mastery of the B.E.S.T. ELA Standards in reading equal to at least a Level 2 performance on the state ELA assessment through portfolio documentation or scoring Level 2 or higher on FAST PM1.

5. Successful Progression for Retained Third Grade Students [[F.S. 1008.25](#)]

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#), and the teacher must also be certified or endorsed in reading. These students must also be provided intensive reading interventions that are grounded in the science of reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade.

These interventions must include:

- a. Evidence-based, explicit, systematic and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies prescribed by the school district;
- b. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above that place rigor and grade-level learning at the forefront; and
- c. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction **may** include:
 1. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block

2. Targeted small group instruction;
 3. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback;
 4. Reduced teacher-student ratios;
 5. More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need;
 6. Tutoring or mentoring;
 7. Transition classes containing 3rd and 4th grade students;
 8. Extended school day, week or year; and
 9. Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.
- d. Provide written notification to the parent of any student who is retained under the provision (mandatory grade 3 retention) that his or her child has not met the proficiency level required for promotion and the reason(s) the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency and annually report to parents whose student is provided intensive intervention the response to the intervention. Every effort will be made to provide communication in the child's/parent's home language.
 - e. Provide students who are retained under the provisions (mandatory grade 3 retention) with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading.
 - f. Establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:
 1. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the current state standards in other core subject areas through content- rich texts.
 2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback.
 3. Targeted small group instruction;
 4. Have a reduced teacher-student ratio;
 5. The use of explicit, systematic, and multisensory reading interventions grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
 6. Share the Literacy and Math Family Guide.
 - g. When deemed appropriate by the principal and the intervention team, the option of acceleration in other content areas may be provided to a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for promotion as determined by the District. Interventions shall specifically be designed to produce learning gains sufficient to meet grade 4 proficiency standards while continuing to remediate the areas of reading deficiency.

8. Extended School Year Services

Students are eligible for Extended School Year according to criteria specified in the Extended School Year Services General Guidelines.

9. Part-Time Students

a. Full-Time Requirement

Students enrolled in a Pasco County School are expected to be enrolled on a full-time basis. Part-time enrollments must be approved by the Assistant Superintendent and Chief Academic Officer.

Pasco County Schools may enroll a student who meets the regular school attendance criteria in s. [1003.01\(16\)\(b\)-\(f\)](#) on a part-time basis, subject to space and availability according to the school's capacity determined pursuant to s. [1002.31\(2\)\(b\)](#). The part-time student is not eligible for district and school recognition programs, graduation ceremonies, district and school extracurricular activities, class ranking, honor roll, or to attend classes at multiple brick and mortar campuses.

b. Home Education Participation

Home Education students participating in an extracurricular activity may attend the specific course required for participation in the activity.

10. Pasco eSchool [F.S. 1002.45 and 1002.415]

Online courses through Pasco eSchool will be offered to students.

a. Virtual Instruction [F.S. 1002.20]

The District shall provide eligible students within its boundaries the option of participating in a virtual instruction program. The program shall provide virtual instruction to full-time students enrolled in full-time virtual courses in kindergarten through grade 12, or part-time virtual courses in grades 6-12.

1. Full-Time Enrollment with Pasco eSchool

Parents/Families selecting a full-time virtual option for their child must meet the following requirements:

- a. Register during Pasco eSchool Open Enrollment as indicated on the District calendar;
- b. Designate a learning coach for the student. The learning coach will partner with both the traditional classroom teacher and virtual instructor to facilitate the learning experience of the student within the home setting;
- c. Attend a Learning Coach Training session at the beginning of the school year;
- d. Assume responsibility for transportation to Pasco eSchool campus for required live lessons, Tier2/Tier3 supports, and district/statewide assessments;
- e. Adhere to the attendance procedures as defined by statute [\(1002.45\(6\)\(a\)\)](#) and established by the virtual school administrators. It is the responsibility of the student and the learning coach to adhere to those procedures. Failure to do so will result in the student's removal from the full-time virtual option.

2. Shared Enrollment with Pasco eSchool

An eligible student may enroll in one or more online courses through the district virtual instruction program for a portion of their scheduled day. Parents would need to inquire with the school administrator to determine appropriate placement, eligibility, and educational learning plan. The final decision as to grade placement is the responsibility of the principal of the brick-and-mortar setting. A joint meeting between school administrators (brick and mortar and Pasco eSchool), a parent/guardian and other personnel is REQUIRED prior to enrollment.

If student is enrolled in online course(s), the following process must be adhered to:

- a. Designate a learning coach (generally the parent) for the student. The learning coach will partner with both the traditional classroom teacher and virtual instructor to facilitate the learning experience of the student within the school setting, including completing online orientation;
- b. Parent/Guardian assumes responsibility for the daily transportation to and/or from the traditional school setting for scheduled classes;
- c. Parent/Guardian assumes responsibility for student during the times not scheduled for class on the traditional school campus;
- d. Shared students will participate in district and state assessments at their primary school of enrollment;
- e. Shared students who have an IEP, EP or 504 plan will be served by the brick-and-mortar case manager;

f. Adhere to the attendance procedures established by the school administrators, as directed by state statute [1002.45\(6\)\(a\)](#). It is the responsibility of the student and the learning coach to adhere to those procedures. Failure to do so will result in the student's removal from the virtual option and enrollment in the course at the student's brick and mortar school.

Please note: Pasco eSchool does not have curriculum to address Access Points.

11. Home Education

A Home Education program is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of F.S. [1002.01](#), [1002.41](#), [1003.01\(~~13~~16d\)](#), and [1003.21\(1\)](#).

Home Education programs must meet the following registration and compliance requirements ([F.S. 1002.41](#)):

- a. Parent/Guardian must register Home Education students with the district school Superintendent of the county in which the parents reside within 30 days of the establishment of the Home Education program;
- b. Parent/Guardian must provide written notice of termination to Pasco County Schools within 30 days of the termination of a Home Education program;
- c. Parent/Guardian must maintain a portfolio of records, educational activities and materials. Portfolios are to be preserved for two (2) years and shall be made available for the district school Superintendent, or the district school Superintendent's designee, upon 15 days' written notice;
- d. Parent/Guardian shall provide for annual educational evaluations documenting that the student's educational progress is at a level commensurate with his or her ability;
- e. A Home Education program shall be excluded from meeting the requirements of a school day.

Home education students must follow all the rules set forth in Florida Statute [1002.41](#), even if the student is participating in a virtual curriculum.

B. Elementary Grading

1. Reporting Student Progress

Students and parents will be advised of the grading criteria employed in the school and in each course at the beginning of the grading period.

a. Explanation for Reporting Primary (K-2) Student Progress

All academic areas will be graded E = Excellent, S = Satisfactory, N = Needs Assistance, U = Well Below Expectation or NA = Not Assessed at this Time. Social growth/behavior, work habits and Motor Development will be graded S = Successful, N = Needs Assistance, U = Well Below Expectation or NA = Not Assessed at this Time. Student progress is based on individual growth, rather than comparison with others. Grading descriptors outlined in *The Elementary Reporting Guide* will be followed when determining grades.

Each student's report card will also communicate the determination of whether the student is meeting yearly standards based on assessments. This determination is indicated for reading and mathematics for grades K-2.

Students in Exceptional Education programs pursuing current state standards and Florida Standards Access Points at the independent level will receive a standard report card as indicated above.

Students following the Florida Standards Access Points at the supported or participatory levels will receive a district- designed alternate report card with an E, S, N, U for K-2.

b. Explanation for Reporting Intermediate (Grades 3-5) Student Progress

English language arts, mathematics, science/health, and social studies will be graded A = Well Above Expectation, B = Above Expectation, C = Adequate Progress, D = Below Expectation, U = Well Below Expectation or NA = Not Assessed at this Time. Electives/special areas will be graded E = Excellent, S = Satisfactory, N = Needs Assistance, U = Well Below Expectation or NA = Not Assessed at this Time. Social growth/behavior and work habits will be graded S = Satisfactory, N = Needs Assistance, U = Well Below Expectation or NA = Not Assessed at this Time. Student progress is based on individual growth, rather than comparison with others.

Each student's report card will also communicate the determination of whether the student is meeting yearly standards based on assessments. This determination is indicated for reading and mathematics.

Students in Exceptional Education programs pursuing current state standards and Florida Standards Access Points at the independent level will receive a standard report card as indicated above.

Students following the Florida Standards Access Points at the supported or participatory levels will receive a district- designed alternate report card with an E, S, N, U for 3-5.

c. Explanation for Reporting Pasco eSchool Student Progress

Students enrolled in Pasco eSchool will have their progress reported electronically and parents can access and download that information by establishing their own parent/guardian accounts. Grades and pace will be reported for each course within the learning management and student information system as students' complete semesters or segments. Due to the nature of the virtual program, grades will not be reported in the area of social growth, behavior, and work habits.

d. Recognition of Student Progress

Student progress is based on individual growth rather than comparison with others; therefore, schools are encouraged to utilize appropriate options for recognizing students who have demonstrated progress.

e. Determining Final Grades

The process of grading begins at the onset of planning and delivery of instruction. Educators determine what students should know, understand, and do, develop plans, and select instructional strategies and assessment components aligned with state standards. Educators determine the various weights of tasks, projects and assessments during the learning process to accurately evaluate student progress and provide meaningful communication to students and parents. District assessments that assess progress toward meeting standards will be utilized.

Students and parents will be advised of the grading criteria employed in the school and in each course at the beginning of the grading period. Grades will be based upon examinations as well as written papers, class participation, and other academic performance criteria (Grades 1-12).

The final report card for a school year shall contain a statement indicating end-of-year status of performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. For the purpose of automated reporting, reading and writing will constitute Integrated Language Arts. The final grade will be of the student's overall performance in these areas.

f. Report Card Grades and Attendance Reporting [F.S. 1003.33]

Each district school board shall establish and publish policies requiring the content and regular issuance of student report cards for all elementary school, middle school, and high school students. These report cards must clearly depict and grade:

1. The student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level.
2. The student's conduct and behavior.
3. The student's attendance, including absences and tardiness.
4. A student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

District school boards shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Student grades should be assigned by the enrolled school at the time that grades are due. Transfer grades may be used for the semester grade when the student transferred in late during the quarter or semester.

g. Report Card Distribution Schedule

Grades are reported to parents/students' grades K-12, via progress reports and report cards, four (4) to eight (8) times per school year. Virtual courses have semester-based reporting periods.

h. Supplemental Reporting Instruments

With the approval of the Superintendent (or his designee), schools may develop additional or supplementary reporting instruments that may be used in conjunction with the standard report card. A school may request a waiver from the Superintendent's Staff to use a portfolio/conference reporting system in lieu of the standard report card. A school may also request a waiver for the use of the kindergarten report card.

i. Grades in Conduct

Grades in conduct are to reflect the student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students. Conduct implies the degree to which a student relates to others, to themselves and to the environment in socially acceptable ways.

j. Changing a Grade

The teacher, in collaboration with the principal, will make the final decision regarding grade changes, in accordance with grade change procedures. If the principal of a school feels it is necessary to change a student's grades in any subject due to an extenuating circumstance, the principal shall consult with the teacher who issued the original grade, give the reasons in writing for the necessary change to the teacher, and note the reason(s) in the student reporting system. If a change in grade is made, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents/guardians shall be notified of all such changes. Students and their parents/guardians shall be notified of all such changes.

k. Parent/Guardian Notification

Parents or guardians must be notified in writing at any time during a reporting period when it is apparent that the student is doing unsatisfactory work in any subject or may need retention in his/her grade level. Notification may include progress reports as well as letters, documented phone calls, emails, and parent/guardian conferences. Every effort will be made to provide communication in the child's/parent's home language. Such notification shall also apply to social growth/behavior and work habits.

No student shall receive an unsatisfactory grade if parents/guardians have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent/guardian of any student who may be retained. School personnel should make every effort to gain parent/guardian understanding and cooperation regarding a student's grade placement; the final decision as to grade placement, in grades other than grade 3, is the responsibility of the principal. Decisions made by the principal must be in accordance with all policies listed within the Student Progression Plan.

l. Student Recognition for Honor Roll Status

a. Honor Roll Student Selection

1. School Quarter Honor Roll Determination

Schools may recognize students each quarter for academic achievement. FLVS courses do not earn quarter grades and are therefore not available for inclusion in the determination of honor roll status for quarter grading periods. Pasco eSchool courses will be included in Quarter Honor Roll. If a school chooses to offer quarter honor roll, the levels and rules of honor roll in sub section B below will apply.

2. Superintendent Honor Roll Determination

A Superintendent Honor Roll designation will be awarded after final report cards are issued to students who meet the following criteria:

- a. All core content (ELA, Math, Science, Social Studies) grades issued must be an "A" or "E" and must be an "E" in special area courses (Art, Music, PE, Computer Science and/or Spanish) for each quarter/semester.
- b. Virtual courses may be eligible for honor roll recognition provided that grades are received and entered into the student information system by the time report cards are issued for brick and mortar courses.
- c. Transfer grades from other Florida districts may qualify.
- d. Charter and Home School students are not included.

b. Levels of Honor Roll

Schools may award honor status each quarter to students who qualify for one of the following two levels of honor roll designations.

1. Straight A or E Honor Roll: Awarded to students who have an "A" or "E" in all of the courses completed with grades documented in the student information system.
2. A/B or E/S Honor Roll: Awarded to students who have an "A" or a "B" or "E" or "S" in all of the courses completed, with grades documented in the student information system.

m. District Level Assessments F.S. 1008.22

A student assessment that measures mastery of the content is required. For any course whose content is not aligned with a statewide or other standardized assessment, the student will be expected to take a district level assessment(s). The results

of this district level assessment will be used as additional evidence for a K-5 student's grade or progression. District assessments that assess progress toward meeting standards will be utilized.

n. Cambridge Primary

The Cambridge Primary exams are administered by Cambridge International. Students enrolled in Cambridge Primary courses in 5th grade may be required to take Checkpoint exams when applicable to the content area and school.

C. Elementary Attendance*

1. No Academic Exceptions Based on Attendance [F.S. 1003.33(2)]

Schools shall not exempt students from academic performance requirements, such as final exams based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

2. Part-Time Enrollment

Students enrolled in a Pasco County School are expected to be enrolled on a full-time basis. Part-time enrollments must be approved by the Assistant Superintendent and Chief Academic Officer.

Pasco County Schools may enroll a student who meets the regular school attendance criteria in s. [1003.01\(16\)\(b\)-\(f\)](#) on a part-time basis, subject to space and availability according to the school's capacity determined pursuant to s. [1002.31\(2\)\(b\)](#). The part-time student is not eligible for district and school recognition programs, graduation ceremonies, district and school extracurricular activities, class ranking, honor roll, or to attend classes at multiple brick and mortar campuses.

3. Pasco eSchool

Attendance procedures will be established by the school administrator. It is the responsibility of the student and the learning coach to adhere to those procedures. Failure to do so may result in dismissal from the virtual setting.

*Please refer to the Student Code of Conduct for unexcused/excused absence, truancy and make-up work policies. Please refer to the Controlled Open Enrollment Plan for policies on school choice.

D. Elementary Exceptional Student Education

1. Promotion for Exceptional Students in Grades Pre-K-5

Promotion from one level to the next is based upon each student's progress toward the accomplishment of high standards that are both challenging and achievable. Time requirements for each subject area may be adjusted for an exceptional education student in order to meet the objectives of the student's Individual Educational Plan (IEP) or Individualized Family Service Plan (IFSP). A decision to promote ESE students pursuing a standard high school diploma will be based on the requirements as specified in the Student Progression Plan (SPP) for general education students with accommodations as identified in the IEP.

a. Services for Infants and Toddlers (Birth through Age 2)

Children found eligible for the Deaf/Hard of Hearing program, birth through two years of age, receive services provided by Pasco County Schools as decided by the Individualized Family Service Plan (IFSP).

b. Placement and Promotion of Pre-Kindergarten Exceptional Students

Pre-Kindergarten students who will be age five (5) on or before September 1st of the following school year will be considered for placement in kindergarten.

The IEP team will determine the appropriate educational setting. The IEP team does not have the option to recommend retention in Pre-K. If the team feels there are extenuating circumstances that warrant maintaining a student in pre-kindergarten for an additional year, prior approval must be obtained from the Student Support Programs and Services Supervisor. The additional year in preschool will be for purposes of continued development. Parents/guardians must receive written notification of the impact of the decision including the possibility of 3rd grade retention and decreased time for exceptional student education transition services post-graduation.

Pre-K ESE services are only available to pre-school aged students. Students will be placed in kindergarten services based on age as defined in the enrollment section. If parents/guardians choose not to enroll their child in kindergarten, ESE services are not available.

c. Promotion of Exceptional Students in Grades K-5

1. State Standards

A decision to promote ESE students pursuing current state standards will be based on the requirements as specified in the Student Progression Plan (SPP) for general education students with accommodations as identified in the IEP.

2. Florida Standards Access Points

The decision to promote ESE students following the Florida Standards Access Points will be based on classroom-based assessments, achievement measured by an alternate assessment and progress in social development.

3. English Language Learners ELL Services for Students with Disabilities

Exceptional Student Education (ESE) students who are ELLs must be served with English for Speakers of Other Languages (ESOL) strategies and accommodations as well as ESE accommodations listed in the IEP. An ELL committee may convene to determine if the student's exceptionality interferes with the student's ability to benefit from ESOL services. In such cases, the ELL committee must meet to make determinations as per the current District ELL Plan. If a dual identified ELL student is determined to not benefit from ESOL services, evidence of why the student does not benefit from ESOL services must be provided at the time of the ELL Committee Meeting. It must be clearly stated in the IEP how the language barrier will be addressed through the IEP. When appropriate, students are entitled to both ESOL and ESE services.

d. Reporting Student Progress

1. Report Cards

Students in Exceptional Education programs pursuing current state standards and Florida Standards Access Points at the independent level will receive a standard report card. Students pursuing the Florida Standards Access Points will receive the designation of N/A for meeting standards in reading, writing, mathematics, and science.

Students pursuing Florida Standards Access Points at the supported or participatory levels will receive a district- designed alternate report card with an E, S, N, U for K-5.

Students at the pre-kindergarten level receive narrative report cards at the end of each semester, which reports the students' progress in developmental areas.

2. Reporting Progress

ESE students' progress toward annual IEP goals must be reported to parents/guardians quarterly.

Progress towards standards will be determined and reported on progress reports according to procedures for general education students as outlined in Section III B Grading of the SPP.

Parents/Guardians must be notified, in writing at any time during a reporting period, it is apparent the student may fail or is doing unsatisfactory work in any course or grade assignment. No student shall receive an unsatisfactory grade if parents/guardians have not been notified. Notification may include progress reports, letters, documented phone calls, emails, the electronic grade book, and/or parent conferences. Every effort will be made to provide communication in the child's/parent's home language. Such notification shall also apply to conduct. The opportunity for a conference with the teacher or principal must be provided to the parent/guardian of any student who may be retained.

e. Parent/Guardian Notification of Diploma Options

Status regarding mastery of current state standards or the Florida Standards Access Points and should be discussed with parents/guardians at each IEP conference. There should be an explanation of the type of standards a student is attempting to master beginning in kindergarten. In order for a student to participate in instruction in the Florida Standards Access Points the parent/guardian must provide informed consent. The IEP team must complete the *Florida Department of Education Parental Consent Form/Prior Written Notice Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration Form*.

3. Speech, Physical Therapy, Occupational Therapy, and Counseling as Related Services

Speech, physical therapy, occupational therapy, and counseling as a related service are services designed to reinforce or enhance a student's ability to benefit from instruction.

IV. MIDDLE SCHOOL (GRADES 6-8) POLICIES



Section IV Middle School



A. Middle School Curriculum and Instruction

1. Introduction

The middle school section of the Student Progression Plan (SPP) for students in grades 6 through 8 is designed to support the District's vision of providing a world-class education that will prepare our students for college, career, and life. This vision places a focus on standards based, high impact instruction that is rooted in high expectations for all students.

The SPP is designed to ensure that all students meet high academic standards through a standards-driven curriculum, rigorous and relevant instruction, and instruction that is focused on critical thinking and problem solving. The effectiveness of this instruction is evaluated through the District's comprehensive system for student progression. The program analyzes assessment data through a universal screening and continuous progress monitoring system to identify students that need more intensive instructional support in order to accelerate growth. These instructional interventions are implemented and the student responses to them are continuously monitored to determine the level of effectiveness. Areas addressed within the plan are focused on preparing students to achieve success in college, career, and life.

Note: Updates from legislation may occur after the publication of this document. Though every effort is made to address the impact of State Statute and Federal mandates on Pasco County Schools' policies, it is possible that answers may not be found in this document. These omissions are not to be construed as Pasco County Schools granting permission for issues not covered in the Student Progression Plan. For clarification on these types of issues, please contact the Director of the Office for Leading and Learning. Additionally, Pasco County Schools reserves the right to waive requirements outlined in the Student Progression Plan if the decision is in the best interest of a student or students, which is at the sole discretion of the Superintendent, and in alignment with state statute.

2. Requirements for Curriculum, Instruction, and Assessment

The curriculum, instruction, and assessment system of Pasco County Schools is aligned with the Florida State Education Goals and Performance Standards and standards as defined by the Florida Department of Education. Each school will offer courses of study and instruction that reflect the appropriate Florida Standards in K–12 language arts, reading, mathematics, science, social studies, fine and performing arts, physical education, health, computer science, career and technical education and world languages. Instruction will address the skills and competencies that a student must master in order to graduate from high school [[1003.4282](#)].

a. Instruction

Instruction will be offered in each middle school that complies with Pasco's Vision: All Students Achieving Success in College, Career, and Life. Such instruction will be based on the District-adopted Success Plan and the current state standards, where appropriate.

Instruction will be offered in each school that meets the requirements of the Florida state statutes which includes a career interest inventory and a broad orientation to career clusters to assist students in focusing on academic and career goals and post-secondary planning.

b. Statewide Assessment

Each student must participate in statewide assessment tests at designated grade levels, as required [1008.22\(3\)](#).

c. English Language Learners (ELLs)

In accordance with State Board Education rules [6A-6.0904](#) and [6A-6.0908](#) and the District's English Language Learners Plan (ELL Plan), ELLs shall have equal access to appropriate instructional programming, and to programs other than ESOL. ELL students must be given equal access to the general curriculum, Advanced Placement, honor courses, and any special programs regardless of their English language proficiency. The general education standards, benchmarks, and course content requirements will be the basis of their curriculum; however, the teacher will provide accommodations for assignments, differentiation strategies, and instructional and assessment accommodations in order to provide comprehensible instruction at the learner's level of English language proficiency. Instructional strategies and accommodations are required to ensure equal opportunity to master the general curriculum, content vocabulary, grade-level standards, and course content.

An ELL is afforded the appropriate use of his/her primary language in accordance with State Board of Education Rule [6A-6.0908.3](#) and Florida Statutes [1002.20\(10\)](#) and [1003.56](#). No student shall be denied appropriate use of his/her primary language at school. ELLs in grades 6-8 shall be placed into academic classes based on age/grade appropriateness. Any exception of placement of a student that is not age/grade appropriate requires review by the ESOL Program office prior to a required school-based ELL committee meeting. No student will be denied appropriate use of his/her primary language [[F.S. 1002.20\(10\)](#) and [1003.56](#)].

3. Public School Student Progression, Remedial Instruction, and Reporting Requirements (F.S. 1008.25)

Student progression in the middle grades is determined by a variety of indicators, as defined by state and district expectations. These expectations include specific levels of performance in reading, writing, science and mathematics for each level on locally determined assessments, including universal screenings and ongoing progress monitoring and results of statewide assessments.

a. Promotion (F.S. 1008.25)

Promotion from one level to the next is based upon each student's mastery of the standards in K-12 language arts, mathematics, science and social studies. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, response to intensive interventions, and other relevant information and data sources. In no case should this decision be based on age or on the basis of social promotion.

The student must have a Progress Monitoring Plan (PMP) developed that identifies the instructional and support services that will be provided. Reference the Pasco County MTSS Guidebook.

b. Promotion Requirements

Middle school students are required to successfully complete three years of language arts, mathematics, science, and social studies. Additionally, students are required to successfully complete a civics course and career planning course in order to be promoted to grade 9 ([F.S. 1003.4156](#)). When a student fails a required course, recovery opportunities and resources will be available for remediation and demonstration of academic competency. Schools will have several options to provide recovery opportunities for students through direct instruction, self-paced remediation, and/or assessment. Recovery is considered complete when a student successfully demonstrates the course standards. The recovery process is a focused opportunity for demonstration of the essential skills and knowledge that are needed to successfully transition to the next level.

In all cases requiring promotion recovery, formal written parental notification is required with a copy to be filed in the student's cumulative record. Formal notification will be in a language or mode of communication understandable by non-English-speaking parents. (Parent notification of recovery would occur through report card and student schedule.)

Students are not retained in middle school until the 8th grade, even if they do not pass all subjects/courses in the lower levels. Students who do not meet requirements for promotion to high school by the end of 8th grade are then retained until all requirements are met. Refer to the Promotion/Retention of Middle School Students section.

c. Acceleration Options [F.S. 1002.3105]

Acceleration options are available within each school. Acceleration options include, but are not limited to, mid-year, whole grade, subject matter acceleration, virtual instruction, and Credit Acceleration Program (CAP). Contact the school for information related to student eligibility requirements.

The assignment of a student to a higher grade which results in the student's skipping a grade or part of a grade should be based on evidence that the placement in the advanced grade level is most appropriate. This decision should consider factors including academic skill levels, intellectual abilities, social maturity, conduct, attendance, motivation, and recommendation from student's teacher in core courses, and student's school counselor. The school principal (principals when two schools

are involved) has the responsibility for making such an assignment. In all cases, a parent/student conference and consent are required along with approval from the Superintendent's staff.

School personnel should utilize available resources to achieve parent understanding and cooperation regarding a student's grade placement. The final decision as to grade placement is made by the principal(s).

1. Middle School Students Enrolled in High School Courses

The information in the high school section of the SPP applies to middle school students when they are enrolled in high school coursework.

a. High School GPA Calculation

A student below grade 9 who is enrolled in a course listed in the State Course Code Directory grades 9-12 section, shall receive a high school GPA calculation. A course designated in the State Course Code Directory as grade 9 through 12, which is taken below grade 9, may be used to satisfy high school graduation requirements and Florida Bright Futures Scholarship Program. This will be determined according to [the Florida Course Code Directory](#) and/or Florida Bright Futures Course Table.

b. State-wide Assessments

Students who enroll in Algebra I, Geometry, or Biology I, **shall not be required** to be double tested with both the EOC assessment and the corresponding subject and grade level statewide, standardized assessment (if applicable).

c. End-Of-Course (EOC) Assessments*

The State of Florida requires students that enroll in a course that includes a state end of course (EOC) assessment to sit for the corresponding EOC assessment.

The grade from the state Algebra 1, Biology, Civics, Geometry, and U.S. History EOC assessment will count for 30% of a student's final grade. The grade will be awarded in the form of a year-long grade that is used for the GPA calculation and, for any yearlong course that requires a state EOC, the semester grades will be excluded from the GPA calculations regardless of whether the student takes the assessment. If a student enrolled in a state EOC assessed course does not earn a valid score on the State EOC as a result of invalidation or fails to take the EOC on any regular or makeup dates provided during the term the student is enrolled in the course, the student will have a 0% entered into the student information system as the student's EOC grade for that course and the 0% will be applied as 30% of the yearlong course grade until the student sits for the EOC and produces a valid score. Note that there is a mathematics assessment requirement for graduation and ALL students must earn a passing score or earn a comparative score on a state approved mathematics exam to earn a high school Standard Diploma. After including the state EOC assessment score in the student's final grade, high school credit will be awarded if the student passes the course.

Each course will count as a course required for promotion to high school: Algebra will count as one of the three mathematics courses, Geometry will count as one of the three mathematics courses, Biology will count as one of the three science courses, and U.S. History will count as one of the three social science courses.

*For the 2019-2020 and 2020-21 school years, Emergency Orders were issued because of the COVID pandemic. During the 2019-2020 school year, Algebra 1, Biology, Civics, Geometry, and U.S. History EOC assessments that were to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. For non-seniors who were enrolled in Algebra 1 (or an equivalent course) during spring 2020 and who were scheduled to take the Algebra 1 end-of-course (EOC) assessments, the requirement to participate in the Algebra 1 EOC was waived. However, these students were still required to meet the graduation requirement by passing the Algebra 1 EOC during a future administration or by earning the appropriate comparative score. These students may participate in any Algebra 1 EOC requirement but are not required to do so prior to using a comparative score. For these students who did not already have an EOC exam score for the 2019-2020 school year in any of the above mentioned EOC

courses, the two semester course grades were counted in the academic history and GPA calculation since there was no 30% calculation. For these students, EOC participation and 30% final grade calculation requirements for these courses were permanently waived even if the student retakes the course and/or takes the EOC.

During the 2020-2021 school year, outstanding assessment requirements for seniors scheduled to graduate in spring 2021 were waived. In addition, a student who did not have a score from the EOC exam but successfully completed (passing semester grades or the average of the two semester grades resulting in a yearlong passing grade) Algebra 1, Biology, Civics, Geometry, and/or U.S. History course by July 30, 2021, earned grades and credits based solely on student performance in the course. In the 2020-2021 school year, the 30% calculation was applied only when the yearlong grade or GPA were not negatively impacted.

2. Acceleration Waiver Process

Parents/guardians have the right to request an advanced/accelerated course regardless of the recommended schedule.

3. Promotion/Retention of Middle School Students

a. Promotion with Instructional Support

Students not meeting grade level expectations based on recent statewide assessments or teacher determination receive increasingly intense instruction/ intervention services to support student academic performance. Students will receive a PMP that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process.

Since it is the intent that the next grade offers intensive intervention, the student must have a PMP developed that addresses those intensive interventions and remediation strategies. If a student is retained, it must be within an intensive program that is different from the previous year's program and takes into account the student's learning style.

In all cases, formal written parental notification is required with a copy to be filed in the student's cumulative record. Formal notification will be in a language or mode of communication understandable by non-English speaking parents/guardians.

b. Remediation

All students should be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive intensive instructional support in order to accelerate the students' rate of progress toward standards.

The areas of academic need and intervention strategies are identified through a problem-solving/response to instruction/intervention process. Multiple tiers of increasing instructional and instruction/intervention services are implemented to support student academic performance. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

1. Progress Monitoring Plan (PMP) ([F.S. 1008.25](#))

Any student who does not meet the district identified minimum levels of performance and/or who does not meet the identified minimum levels of performance on statewide assessments, must be provided remediation. Students not meeting expectations will receive a PMP that identifies instruction/intervention support through a problem-solving process. The PMP shall be developed in consultation with a parent/guardian and student progress will be monitored.

ELLs should be afforded the opportunity to acquire basic English language proficiency before inclusion in the school-wide PMP process. Typically, ELLs who have been in the ESOL program less than 2 years should not be included in the PMP process. ELLs who have been in the ESOL program more than 2

years should be included in the process just as a non-ELL student. An ELL committee is not required when assigning a PMP to an ELL. No student may be retained based solely on his/her level of English language proficiency [F.S.1008.25 (6)(a)].

The Individual Educational Plan (IEP) may replace the PMP for all Exceptional Student Education (ESE) students when the IEP includes the required elements of the PMP. The IEP must address intensive instructional and support services in the identified area(s) of deficiency. In the event the IEP does not address the area of deficiency, the IEP team needs to determine if the IEP should be revised or a separate PMP should be developed.

Refer to the Pasco County MTSS Guidebook for further details.

2. End-of-Year Decisions for Students Not Meeting Standards

Any student who does not meet the District-identified minimum levels of performance and/or who does not meet the identified minimum levels of performance on statewide assessments must be provided remediation. Students not meeting expectations receive increasingly intense instruction/intervention services implemented to support student academic performance. Students are matched to the instruction/intervention tier based on screening, progress monitoring, and diagnostic assessments. At the conclusion of the school year, students' performance compared to the District identified minimum levels of performance is used to determine whether or not they meet expectations.

Parents/guardians of each student will be notified in writing annually of the progress of the student toward achieving the state and district identified minimum levels of performance in reading, writing, mathematics, and science and the student's results on each statewide assessment test. Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity. Every effort will be made to provide communication in the child's/parent's home language. The parents/guardians of students participating in the Virtual Instruction Program may be notified using electronic reporting.

c. Retention Guidelines

The following rules and guidelines have been established to assist school personnel in making retention decisions at the middle school level.

The student's growth toward the accomplishment of district-identified minimum levels of performance in reading, writing, mathematics, and science shall be a primary consideration in promotion/retention decisions. Retention decisions must be based on more than a single test score.

Decisions about whether it is in the best interest of a child to repeat a grade solely for academic reasons must be determined at the local level by the school's principal, following state statute, after a careful review of the student's academic record, with input from the parents/guardians, the student, teachers and school leaders. Only academic performance, or provisions in a student's Individualized Education Program (IEP), can be considered when discussing a child repeating a grade.

Listed below are factors that need to be considered before making a decision to retain a student. Any decision to retain should be based on a pattern of these factors and should be discussed with parents/guardians. After consideration by a review committee, the following factors may be reasons for not retaining a student:

- 1. Exceptional Student Education (ESE):** Exceptional education students may not benefit from retention as much as they would benefit from additional individualized instructional strategies and progressing with peers in their graduation cohort.

2. English Language Learners

Retention is not recommended for ELLs who have been in US schools and/or the ESOL program less than two years and have not had the opportunity to develop basic social and academic English language skills. Any retention decision for an ELL requires review by the ESOL Program office prior to holding an ELL committee meeting. For this type of retention there must be evidence presented at the ELL Committee Meeting, that indicates that ESOL strategies and accommodations appropriate to the English proficiency level of the student have been implemented as required by the Florida Consent Decree and that there has been no progress in reading, writing and mathematics in English. No student may be retained based solely on his/her level of English language proficiency.

A member from the ESOL Program (ESOL Curriculum Specialist or ESOL ITC) must be included in the ELL Committee meeting when deciding retention for any ESOL student. It shall be the ELL committee's responsibility to ascertain that the comprehensive English for Speakers of Other Languages (ESOL) strategies, modifications and accommodations have been consistently applied during classroom instruction and assessment in all courses. A formal retention recommendation is sent to the principal regarding an English Language Learner (ELL) through the action of the ELL committee.

It shall be the ELL committee's responsibility to ascertain that the comprehensive English for Speakers of Other Languages (ESOL) strategies, modifications and accommodations have been consistently applied during classroom instruction and assessment in all courses.

Retention decisions may not be made for an individual ELL based on English language proficiency or solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process.

English Language Learners will not receive unsatisfactory or failing grades if ESOL strategies and accommodations appropriate to the English proficiency level of the student have not been implemented and documented in lesson plans as required by the Florida Consent Decree. Additionally, ELLs will not receive unsatisfactory or failing grades based solely on lack of English language proficiency. In order to provide comprehensible instruction and give ELLs access to content and the opportunity to learn, the ELA, content area, and elective teachers will provide differentiation strategies, assignment modifications, and instructional and assessment accommodations in accordance with the Florida Consent Decree. Evidence of accommodations and ESOL strategies afforded to the student must be provided at the time of the meeting.

3. Previous Retentions: The Superintendent's staff must grant approval when a principal wishes to retain a student more than one time in grades 6-8. For a student who has been retained two or more years, an appropriate alternative placement should be considered [\[F.S. 1008.25\(2\)\(c\)\]](#).

4. Age: No student may be assigned to a grade level based solely on age.

Parents/guardians must be provided written notification if their child is being retained.

Parents/guardians of each student will be notified in writing annually of the progress of the student toward achieving the District identified minimum levels of performance and the student's results on each statewide assessment test. Evaluation of each student's progress will be based upon the student's classroom work, observations, tests, District and State Assessments, response to intensive interventions, and other relevant information.

Parents/guardians must be notified when, during a reporting period, it is apparent that the student is failing or in danger of failing. In addition to report cards and progress reports, notifications may include letters, documented telephone calls, emails, and/or parent conferences. Every effort will be made to provide communication in the child's/parent's home language. No student shall receive an unsatisfactory conduct grade if parents/guardians have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained.

Students may be retained in middle school (8th grade) until they meet the state mandated middle school promotion requirements.

4. Support Programs

a. Student Support and Assistance Plan Program (SSAP)

The SSAP program is based on the underlying concept that all children can learn and that environments conducive to learning can stimulate student success. By allowing students to be in regular classrooms, the students are able to experience true team interaction. Students receive direct instruction under the supervision of classroom teachers. The SSAP teacher will function as a case manager who provides ancillary services.

Specific Student Eligibility Criteria

Students identified as off track or highly off track in grades 6 through 8 may be served in the secondary school SSAP. This may be manifested by one or more of the following:

1. Failing two or more subject areas within one school year.
2. History of one or more retentions.
3. More than 10% absentee rate, record of truancy, or frequent tardies.
4. Does not meet the state or district proficiency levels in reading, mathematics, science or writing.

b. Promotion Recovery Alternative Program

8th grade students who remain at the middle school after ESY will be part of the Promotion Recovery Alternative Program and be placed in an appropriate plan based on individual course needs. Students are eligible to transition to their zoned high school if they meet promotion requirements by the Friday before Labor Day of that school year. Otherwise, students will remain at their zoned middle school to complete the exit criteria while working on high school credit earning courses.

The Promotion Recovery Alternative Program is designed for 8th grade students who did not meet criteria for promotion to 9th grade. These students work on recovery of skills to complete 8th grade promotion requirements. Students must complete the exit criteria in order to transition to their zoned high school for the following school year. This program also serves 6th and 7th grade students who may be struggling academically or behind in earning promotion requirements. Reference the Middle School Off Track Prevention and Guidelines and Course Recovery Handbook for more information.

c. Graduates Requiring Additional Credit Earning Program (GRACE)

This is an initial promotion requirement earning program designed for 8th grade students who need to meet the promotion requirements to transition to high school from middle school. Students participating in the GRACE Program would be extending their opportunities beyond the school day on campus during the Extended School Day or Extended School Year programs.

Specific Student Eligibility Criteria

Any student who is missing a new credit from 2019 to present or has a record of not meeting eligibility requirements for promotion to high school.

Student Admission Procedures

- The school counselor, student support assistant personnel, and administration will determine placement in the GRACE Program.
- In the GRACE Program, up to two full-year courses/credits may be earned (2 full-year courses or 4 semester courses).
- Additional credits will require approval by the Assistant Superintendent and Chief Academic Officer.
- When a student is determined eligible, a meeting will be held with the student and parent/guardian.
- The student will be scheduled into the program through the school supported site-based program and parents must be made aware of the expectations of attendance requirements and seat hours.

School Site Program Requirements

1. School site programs may be organized and held through Extended School Day or Year Programs.
2. With new courses/credits, the teacher of record must be certified in the subject area of the course needed.
3. Students must complete 135 hours of seat time for a full year course, or 68 hours of seat time for a semester course. This is required by Florida Statute 1003.436. Schools must file verification of seat time completion in the student's cumulative folder.

4. Requirements for Placement of Transfer Students

A Cognia accredited school shall accept and classify transfer courses earned or grade placement from schools that are accredited by a recognized national, regional or state accrediting agency without further validation based on the school's policies and procedures governing such offerings. Any student transferring from another state or private school will be placed in a grade determined by the principal (or designee) of the receiving school.

a. Out-of-County, Out-of-State or Out-of-Country

Any student who transfers from an out-of-state or out-of-country school will be placed in a grade or course determined by the principal and school counselor of the receiving school, after review of available records and consideration for previous school's recommendation. Procedures for acceptance of transfer work and courses for students entering middle grades 6, 7, and 8 from out-of-state or out-of-country shall be as follows:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure.
3. Students transferring from countries following an 11-year education system will be placed in the same grade level or subsequent grade level as appropriate. Questions regarding grade level placement may be directed to the Program Coordinator for Certified School Counselors, Office of Student Support Programs and Services.
4. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent/guardian:
 - a Portfolio evaluation by the superintendent or designee;
 - b Demonstrated performance in courses taken at other public or private Cognia accredited schools;
 - c Demonstrated proficiencies on nationally-normed standardized subject assessments;
 - d Demonstrated proficiencies on state assessments;
 - e Written review of the criteria utilized for a given subject provided by the former school.
 - f Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in [paragraphs \(3\)\(c\) and \(d\) of this rule if required](#). Based on the enrollment date and assessment calendar, schools

should ensure the assessment administration date does not negatively impact the student and can administer needed assessments earlier than 90 days if it is best for the student.

b. Home Education and Private School Students

When a student transfers from a Home Education program or private school, the principal of the receiving school is responsible for making an appropriate placement of the student. **Placement in the same grade as that recommended by the former program is not automatic.** Initial placement should be based on a review of academic progress and achievement documented by the former school or program. Parents/guardians of former Home Education students are responsible for presenting a portfolio of records and materials for review. The portfolio is to include a log of educational activities, titles of readings, and samples of any writings, worksheets, workbooks, or creative materials used or developed by the student [[F.S. 1002.41](#)].

A four (4) to six (6) week screening period will be allowed from the time of enrollment, in order to assist with placement adjustments. An administrative placement decision may be made in consultation with the teacher(s), other appropriate staff, and parents/guardians. Serious consideration is to be given to screening results.

Students entering a Pasco District middle school from a Home Education program shall be granted course credits according to the type of documentation maintained and presented by the parent/guardian. Documentation may include a combination of official and unofficial transcripts from accredited or non-accredited schools, and/or a parent/guardian generated portfolio.

c. Transfers from Florida Public K-8 Virtual School Programs

Students transferring from any district virtual school program as authorized by the State of Florida are to be placed in a manner similar to public school transfers from other Florida districts. Full time enrollment for middle school through Pasco eSchool needs to occur during the published enrollment period ([see District website](#)). Shared enrollment for students in Pasco eSchool may occur in alignment with the district drop/add timelines. Students may also take additional courses through Pasco eSchool beyond the regular school day with administrative approval.

The Florida Virtual and Pasco eSchool "CF" (Complete Failing) codes will be treated as a grade of F on the student transcript and will affect the GPA if it is a high school course. If a student withdraws from a virtual course and receives a WF (Withdrawn/Failing) or a WP (Withdrawn/Passing) code, then the student earns no grade for the time spent in the course and no credit will be issued. The "WF" and "WP" codes will show on the student transcript but will not affect the GPA. A student may not recover the credit for a course coded "WF" or "WP" in the credit recovery program.

d. Multiple Births [[F.S. 1003.06](#)]

Multiple birth siblings who are assigned to the same grade level and school may be placed in the same classroom or separate classrooms if a request is made by the parent/guardian in writing within five (5) days before the first day of each school year or five (5) days after the first day the student enrolls in the school if they transfer during the school year.

[F.S. 1003.06\(6\)](#) specifies that the provisions do not apply to the right or obligations of students with disabilities under [F.S.1003.57](#) or under the Individual's with Disabilities Education Act (IDEA), regarding the individual placement decisions of the school district, or the removal of students pursuant to disciplinary policies.

After consulting with the teacher(s) involved at the end of the first grading period, the principal may review the siblings' placement. If it is determined that their placement is disruptive to the school, the principal may consider a more appropriate setting for the siblings.

A parent/guardian may appeal the principal's classroom placement of multiple birth siblings to the principal, in writing, within 5 days. The appeal will be forwarded to the Assistant Superintendent for Middle Schools to make a final decision. During an appeal, the multiple birth siblings shall remain in the classroom chosen by the parent/guardian.

5. Student Rights for Instruction [F.S.1002.20]

All public education courses shall be available to all students without regard to race, ethnicity, national origin, gender, disability, religion, or marital status; however, this is not intended to eliminate the provision of programs designed to meet the needs of English Language Learners (ELLs) or exceptional students.

The English Language Learner (ELL) services are designed to meet the English language proficiency, academic, and social needs of ELLs as defined in the District ELL Plan – A Plan to Assure Comprehensible Instruction for ELLs. No student will be denied appropriate use of his/her primary language.

Pursuant to Florida statute, students have the right to access and parents/guardians have the right to enroll their child in a virtual education instruction program.

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against, may file a grievance according to the procedure established in Board policy.

6. Unaccompanied Youth

Unaccompanied Youth are determined as students who are **NOT** in the physical custody of a parent or legal guardian **AND** are homeless.

Certified Unaccompanied Youth are determined as students who are **16 years of age** or older **AND** not in the physical custody of parent or legal guardian **AND** homeless.

Students who are certified unaccompanied youth should be able to consent for accessibility to their records and participate in their education without delayed enrollment if there is no parent, legal guardian, or caregiver present. A surrogate parent could be requested, depending on the educational need.

Students who are certified unaccompanied youth should be able to list the caregiver with whom they live and keep their parent or legal guardian's address as a mailing address. This information may be verified with the SIT program.

A lack of any emergency contacts for any unaccompanied youth shall not delay school enrollment. When deciding whom to list as contacts, the first contact should be a person with whom the student is currently residing. Legal parents and guardians' may also be kept on record.

Students who are certified unaccompanied youth may need to withdraw from a brick-and-mortar Pasco County public school in order to enroll in a new educational program such as 24/7, FLVS, GED, etc. or they may need to withdraw so they can enroll in a district outside of Pasco County. If a certified unaccompanied youth wishes to withdraw from their current enrollment, the parent, legal guardian, or caregiver should be notified. Additionally, school staffs members including the SIT and drop out prevention program coordinators should be notified. Information should be provided to the certified unaccompanied youth on how to enroll in the new educational program.

7. Extended School Year Services

Students are eligible for Extended School Year according to criteria specified in the *Extended School Year Services Guidelines*. After ESY, the referring middle school principal or designee will utilize the 8th Grade Post ESY Guidelines to initiate a review process to determine placement and contact parent/guardian to provide a full explanation of the placement recommendation for the upcoming school year.

8th grade Retention

8th grade students who have not met promotion requirements by the end of ESY will be retained as an 8th grader at their home school. Students will remain at the middle school after ESY and will be placed in an appropriate plan based on individual course needs. These students work on recovery of skills to complete 8th grade promotion requirements. Students must complete the exit criteria in order to transition to their zoned high school for the following school year.

Reference the MTSS Guidebook for more information. The final date a student can be promoted to high school is the Friday before Labor Day weekend. Students that remain at the middle school after Labor Day will work to complete their middle school promotion requirements and then transition to fulfilling high school requirements. Counselors should consult with the student’s zoned high school for the appropriate coursework to ensure a smooth transition for course progression.

8th grade students who are retained AND will turn 16 at some point during the academic year will be placed at an Education Academy. After ESY, the Student Services team at the Education Academy (School Counselor, Social Worker, Behavior Specialist) meets with the student and parents/guardians to begin the registration process, which includes educational and personal needs assessment. Student schedules are based on individual student needs for promotion recovery. The recovery classes are offered on campus through an integrated technology curriculum/virtual learning lab setting. The virtual learning lab setting is overseen by the Graduation Enhancement Resource Teacher, who offers support and additional blended instruction, as needed. The remainder of the student’s schedule is dedicated to completing high school course requirements.

An 8th grade student placed at the Education Academy has the opportunity to be promoted to the zoned high school provided all promotion requirements are met by the Friday before Labor Day. Students not meeting criteria will remain at the Education Academy for the entire school year. Students must complete the exit criteria below in order to be promoted and to return to their zoned high school:

- a. maintain regular attendance
- b. must recover all middle school courses.

For ESE students or students with 504 Plans, the team is convened to consider student needs and make revisions to the IEP or 504 Plan, as appropriate. Should the decision be made to place a student at the designated Education Academy, a registration appointment is arranged at the Education Academy and enrollment paperwork must be completed by the parent or guardian. Referrals generally occur at the beginning or end of the current school year including ESY, but may occur at any time, especially in cases of transfer students.

8. General Requirements for Middle Grade Promotion [F.S. 1003.4156]

The student must successfully complete:

English Language Arts	3 courses
Mathematics	3 courses
Social Studies – at least one semester of Civics	3 courses
Science	3 courses
One course in career and education planning to be completed in grades 6, 7, or 8*.	

*For a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must complete, among other requirements, one course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. This course content may be integrated into another course the student is enrolled in.

9. Required Program of Study

a. Required Academic Courses

- Grade 6 Mathematics, Language Arts, Science, and Social Studies
- Grade 7 Mathematics, Language Arts, Science, and Social Studies
- Grade 8 Mathematics, Language Arts, Science, and Social Studies

Intensive Reading, Intensive Mathematics, and Intensive Basic Skills are designed to help meet the needs of identified students in the areas of reading, writing, mathematics, and science. A preponderance of evidence should drive student placement decisions (i.e. benchmark, diagnostics and progress monitoring). Students in grades 6-8 who score at Level 1 or 2 on English Language Arts Assessment AND have a preponderance of evidence from the previous school year should receive intensive reading instruction above and beyond their core English Language Arts/Literacy course from a reading endorsed or reading

certified teacher or a teacher or instructional assistant who has earned the secondary literacy micro-credential that require teachers to demonstrate competency to diagnose literacy difficulties and determine the appropriate range of literacy interventions, use evidence based instructional and intervention practices, including evidence-based reading strategies. Teachers or instructional assistants with a micro-credential must be supervised by a reading endorsed or certified teacher.

For information on the course progressions and offerings available in Pasco County, visit https://www.pasco.k12.fl.us/course_catalog.

b. Electives and Other Courses

One semester of physical education per year is required. Students in grade 6 will be required to take one semester of M/J Health GR 6.

Physical education may be waived for students for one of the following criteria:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent/guardian indicates in writing to the school that:
 - a. the student enrolls in another course from among those offered as options by the school district; or
 - b. the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Human Growth and Development is taught in 6th grade through the M/J Health GR 6 course. Human Growth and Development is taught in 7th and 8th grade science courses. All students will receive instruction in health education and substance abuse prevention in grade 6 through M/J Health GR 6. The following practices will be followed for enrollment in M/J Health GR 6 for any 6th grade student from out of the country, out of the state, a private school, or a home education program:

1. If transferring after the beginning of first quarter, a **6th grade student** should enroll in the M/J Health GR 6 course during the second semester.
2. If transferring during the third quarter, a **6th grade student** should enroll in the M/J Health GR 6 course upon enrollment but no later than five (5) school days after third quarter progress reports are issued.
3. If transferring more than 5 days after the third quarter progress reports are issued, a **6th grade student** may enroll in the M/J Health GR 6 course virtually.
4. Students enrolled in the IB MYP programs will receive health education through the integrated MYP Physical and Health Education courses each year.

c. ESE Students

Where appropriate, exceptions may be granted for ESE students through consultation with district staff.

d. Civics Course Requirements [F.S. 1003.4156](#)

Legislation requires students to take a semester of Civics instruction and sit for the EOC as part of the middle school curriculum. Results of the assessment must count for 30% of a student's final grade. In order to keep transfer students eligible for high school promotion, the following practices will be followed for any student from out of the country, out of the state, a private school, or a home education program:

1. If transferring before or during the first week of the second quarter, a **7th grade student** should enroll in a Civics course. The student should be supported by providing him/her access to remediation materials.
2. If transferring after the start of the first week in the second quarter, a **7th grade student** should enroll into a different Social Studies course not previously taken. The student would then take Civics during their 8th grade year.
3. If transferring after the beginning of the second semester, an **8th grade student** is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
4. Transfer students who have Civics credit on their transcript from outside of Pasco County Schools will not be required to participate in the State EOC for the corresponding subject.

10. Part-Time Students

a. Part-Time Requirement

All Pasco District secondary students must be enrolled on a full-time basis, which is defined as being enrolled in six (6) courses per semester (AAI 8 courses/4 credits are required per semester) Part time enrollments must be approved by the Assistant Superintendent and Chief Academic Officer.

Pasco County Schools may enroll a student who meets the regular school attendance criteria in s. 1003.01(16)(b)-(f) on a part-time basis, subject to space and availability according to the school's capacity determined pursuant to s. 1002.31(2)(b). The part-time student is not eligible for district and school recognition programs, graduation ceremonies, district and school extracurricular activities, class ranking, honor roll, or to attend classes at multiple brick and mortar campuses.

11. Extra-Curricular Activities

a. Students enrolled in Home Education and virtual programs who participate in extracurricular and co-curricular activities may be required to enroll in the specific course required in their zoned school. All students are subject to established criteria for participation.

b. For Athletic eligibility, any middle school student may recover a maximum of two (2) core courses per semester to become academically eligible for the following semester. Those students who are enrolled in promotion recovery must complete the course(s) before the start of the new semester, and receive a "P" or passing grade, along with a 2.0 average GPA in all the other courses for that semester.

12. Cambridge Lower Secondary

The Cambridge Lower Secondary exams are administered by Cambridge International. Students enrolled in Cambridge Lower Secondary courses in 8th grade may be required to take Checkpoint exams when applicable to the content area and school.

B. Middle School Grading

1. Reporting Student Progress

Parents or guardians of each student will be notified annually of the progress of the student toward achieving the District identified minimum levels of performance in, ELA, mathematics, science and social studies and the student's results on each statewide assessment. Evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, response to intensive interventions, and other relevant information.

Parents or guardians must be notified when, during a reporting period, it is apparent that the student is failing or in danger of failing. In addition to report cards and progress reports, notifications may include letters, documented telephone calls, emails, the electronic grade book, or parent conferences. Every effort will be made to provide communication in the child's/parent's home language. No student shall receive an unsatisfactory conduct grade without prior parental contact. The opportunity for a conference with an administrator must be provided to the parent/guardian of any student who may be retained.

a. Supplemental Reporting Instruments

With the approval of the Superintendent (or his/her designee), schools may develop additional or supplementary reporting instruments that may be used in conjunction with the standard report card.

b. Report Card Distribution Schedule

Grades are reported to parents/students' grades K-12, via progress reports and report cards, four (4) to eight (8) times per school year. Virtual and Dual Enrollment courses have semester-based reporting periods.

2. Grades and Grading

a. Grading System, Scale, and Criteria

Students and parents/guardians will be advised of the grading criteria employed in the school and in each course at the beginning of the grading period. Students and parents/guardians are to be advised of these criteria, district wide standards, and state requirements for promotion and graduation. Grades will be based upon examinations as well as written papers, class participation, and other academic performance criteria.

The following scale will be used to determine report grades for each quarter ([F.S. 1003.437](#)): A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

To determine semester and yearly grades, quarter numerical grades will be averaged. A quarter or semester grade of F may be averaged with a higher numerical value, not to exceed 59, when circumstances concerning the educational welfare of the student warrant it in the professional judgment of the teacher. The teacher, in collaboration with the principal, will make the final decision regarding grade changes, in accordance with grade change procedures. Documentation is required to support the final decision.

b. A student assessment that measures mastery of the standard(s) is required. For any course with content that is not aligned with a statewide or other approved assessment, the student will be expected to take a District Final that will account for 10% of the student's semester grade for the semester in which they take the assessment. District Finals will be entered into the student information system as reported by the assessment platform. If a student is currently enrolled in a course that is aligned to a District Final and they have been enrolled in the course for at least 50% of the length of the course, they are required to take the District Final (unless otherwise exempt).

If a student does not meet the required length of enrollment in a course or if there is an extenuating circumstance that was approved as an exemption by the principal or designee, it is up to the discretion of the teacher and administration of the school to determine what alternative will be given in lieu of the District Final for the course. Students enrolled in virtual (including APEX, Edmentum, and eSchool courses) or dual enrollment courses will not take District Finals. However, these students will complete assessments aligned to the course content and approved by the principal or designee. Students

enrolled in a course aligned to a District Final at the end of the 19-20 school year were not required to take a District Final. Since these students did not receive a District Final result, the second semester grade was computed as the average of the quarter three and quarter four grades.

c. Grading Calculation in Courses NOT Assessed with a State of Florida EOC Assessment

Aligned Assessment	Course Length	Computing SEM 1 AVG	Computing SEM 2 AVG
No District Final	Semester/Yearlong	QTR 1 grade x 50% + QTR 2 grade x 50%	QTR 3 grade x 50% + QTR 4 grade x 50%
District Final	Yearlong	QTR 1 grade x 50% + QTR 2 grade x 50%	QTR 3 grade x 45% + QTR 4 grade x 45% + District Final x 10%
District Final	Semester	QTR 1 grade x 45% + QTR 2 grade x 45% + District Final x 10%	QTR 3 grade x 45% + QTR 4 grade x 45% + District Final x 10%

The following grading conversion will be used for the assignment of District Final grades in the student information system:

District Final % Correct	Achievement Band	District Final Converted Grade based on Achievement Band
80% - 100%	5	100%
60% - 79%	4	89%
40% - 59%	3	79%
20% - 39%	2	69%
0.01% - 19%	1	59%

If a student earns a 0% on a District Final, the student will have a 0% entered into the student information system as the student's District Final grade for that course (unless the principal approves that extenuating circumstances prevented the student from taking/completing the District Final).

d. Grading Calculation in Courses Assessed with a State of Florida EOC Assessment*

The State of Florida requires students who enroll in Algebra I, Geometry, Civics, U.S. History, or Biology 1 to sit for the state EOC assessment. The grade from the state EOC assessment will count for 30% of a student's final grade. The subject area grade for students required to take a state EOC assessment will be computed in the manner outlined below. For any yearlong course that requires a State EOC, the semester grades will be excluded from the GPA calculations regardless of whether or not the student takes the assessment. The grade will be awarded in the form of a year-long grade that is used for the GPA calculation. If a student enrolled in a state EOC assessed course does not earn a valid score on the State EOC as a result of invalidation or fails to take the EOC on any regular or makeup dates provided during the term the student is enrolled in the course, the student will have a 0% entered into the student information system as the student's EOC grade

for that course and the 0% will be applied as 30% of the yearlong course grade until the student sits for the EOC and produces a valid score.

Course Length	Computing SEM 1 AVG	Computing SEM 2 AVG	Converted EOC Final Year Grade Based on Achievement Level*
Yearlong	QTR 1 percentage grade x 50% + QTR 2 percentage grade x 50%	QTR 3 percentage grade x 50% + QTR 4 percentage grade x 50%	SEM 1 percentage grade x 35% + SEM 2 percentage grade x 35% + EOC x 30%

*For the 2019-2020 and 2020-21 school years, Emergency Orders were issued because of the COVID pandemic. During the 2019-2020 school year, Algebra 1, Biology, Civics, Geometry, and U.S. History EOC assessments that were to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. For non-seniors who were enrolled in Algebra 1 (or an equivalent course) during spring 2020 and who were scheduled to take the Algebra 1 end-of-course (EOC) assessments, the requirement to participate in the Algebra 1 EOC was waived. However, these students were still required to meet the graduation requirement by passing the Algebra 1 EOC during a future administration or by earning the appropriate comparative score. These students may participate in any Algebra 1 EOC requirement but are not required to do so prior to using a comparative score. For these students who did not already have an EOC exam score for the 2019-2020 school year in any of the above mentioned EOC courses, the two semester course grades were counted in the academic history and GPA calculation since there was no 30% calculation. For these students, EOC participation and 30% final grade calculation requirements for these courses were permanently waived even if the student retakes the course and/or takes the EOC.

During the 2020-2021 school year, outstanding assessment requirements for seniors scheduled to graduate in spring 2021 were waived. In addition, a student who did not have a score from the EOC exam but successfully completed (passing semester grades or the average of the two semester grades resulting in a yearlong passing grade) Algebra 1, Biology, Civics, Geometry, and/or U.S. History course by July 30, 2021, earned grades and credits based solely on student performance in the course. In the 2020-2021 school year, the 30% calculation was applied only when the yearlong grade or GPA were not negatively impacted.

The following grading scale will be used for calculating the 30% State EOC component of the year-long grade in the student information system:

Achievement Level	EOC Converted Grade
5	100%
4	89%
3	79%
2	69%

1	59%
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e. Grade Point Averages (GPA)

A cumulative GPA is not documented for middle school courses. The following policy is used for the purpose of identifying honor roll participants and data review in our Early Warning System. However, middle school students will earn a cumulative GPA for all high school courses in which they earn a grade. The GPA will become part of their high school records. For middle school athletic eligibility, semester grades for all courses taken in middle should be used for GPA calculations and course progression decisions.

1. Computation of a High School Course Unweighted GPA

The unweighted GPA is used to meet the high school graduation GPA requirement. To properly compute an unweighted GPA, the following formula is used:

GPA	=	4 (# of A grades)
	+	3 (# of B grades)
	+	2 (# of C grades)
	+	1 (# of D grades)
	+	0 (# of F grades)
	÷	Total Number of Semester Grades

2. Computation of a High School Course Weighted GPA

Honors, Pre-Advanced Placement, Pre-International Baccalaureate/MYP, and Cambridge Pre-AICE receive quality points as follows per credit earned:

A	=	4.5
B	=	3.5
C	=	2.5
D	=	1.5
F	=	0

Advanced Placement, International Baccalaureate, Cambridge AICE and Dual Enrollment courses [F.S. 1007.271](#) receive quality points as follows per credit earned:

A	=	5
B	=	4
C	=	3
D	=	2
F	=	0

If a yearlong course is passed, and one of the semester grades is an F, then the final grade which is the average of the two semesters, will be doubled for GPA calculations. This applies to all grade point average calculations included in this section.

All calculations are carried to the 5th decimal place and rounded to the 4th decimal place. Pass/fail grades are not calculated in the GPA calculation. This applies to all grade point average calculations included in this section.

f. Report Card Grades and Attendance Reporting [F.S. 1003.33]

Each district school board shall establish and publish policies requiring the content and regular issuance of student report cards for all elementary school, middle school, and high school students. These report cards must clearly depict and grade:

- The student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level.
- The student's conduct and behavior.
- The student's attendance, including absences and tardiness.
- A student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

District school boards shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Student grades should be assigned by the enrolled school at the time that grades are due. Transfer grades may be used for the semester grade when the student transferred in late during the quarter or semester.

g. Grades in Conduct

Grades in conduct are to reflect the student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students. Conduct implies the degree to which a student relates to others, to themselves and to the environment in socially acceptable ways. Students are to receive grades in all courses in which they are enrolled in a secondary school. No student shall receive an unsatisfactory conduct grade without prior parental contact.

h. Changing a Grade

The teacher, in collaboration with the principal, will make the final decisions regarding grade changes, in accordance with grade change procedures. If the principal of a school feels it is necessary to change a student's grades in any subject due to an extenuating circumstance, the principal shall consult with the teacher who issued the original grade, give the reasons in writing for the necessary change to the teacher, and note the reason(s) in the student reporting system. If a change in grade is made, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents/guardians shall be notified of all such changes.

i. Averaging Grades

A quarter or semester grade of an F may be averaged with a higher numerical value, not to exceed 59, when circumstances concerning the educational welfare of the student are warranted. The teacher, in collaboration with the principal, will make the final decision regarding grade changes, in accordance with grade change procedures. Documentation is required.

j. English Language Learners (ELL)

ELLs will be graded on the general education standards, benchmarks, and course content requirements; however, the instructor will provide accommodations for assignments appropriate to the English language proficiency level of the student, differentiation ESOL strategies, and instructional and assessment accommodations in order to provide comprehensible instruction at the learner's level of English language proficiency and give the student the opportunity to learn content, even with limited English proficiency.

English Language Learners will not receive unsatisfactory or failing grades if ELL strategies and accommodations appropriate to the English proficiency level of the student have not been implemented as required by the Florida Consent Decree. Additionally, ELLs will not receive unsatisfactory or failing grades based solely on lack of English language proficiency. In order to provide comprehensible instruction and give ELLs access to content and the opportunity to learn, the ELA, content area, and elective teachers will provide differentiation ESOL strategies, assignment modifications appropriate to the student’s English language proficiency level and instructional and assessment accommodations in accordance with the Florida Consent Decree. Evidence of accommodations and ESOL strategies provided to the student must be presented before awarding a failing grade.

k. Awarding Yearlong Grades in State EOC Courses

When a student transfers from a Florida school district with a full credit in a state EOC course but takes the EOC assessment in Pasco County, when it is a benefit to the student, the school will reach out to the transferring county to request the yearlong grade be calculated as determined by the state and to provide an updated transcript with the new grade. In the event that the transferring county will not calculate a yearlong grade in a state EOC course, the yearlong grade will be calculated by Pasco County. The yearlong grade will then be assigned to the prior school district.

3. Student Recognition for Honor Roll Status

a. Honor Roll Student Selection

1. School Quarter Honor Roll Determination

Schools may recognize students each quarter for academic achievement. Dual Enrollment and FLVS courses do not earn quarter grades and are therefore not available for inclusion in the determination of honor roll status for quarter grading periods. Pasco eSchool courses will be included in Quarter Honor Roll. Quarter Honor Roll Recognitions will not be awarded to students who earn a quarter grade of D or F in any of their courses. If a school chooses to offer quarter honor roll, the levels and rules of honor roll in sub section B below will apply.

2. School Semester Honor Roll Determination

All grades posted for the semester will be used in the honor roll calculation. Students enrolled in one or more courses through Pasco eSchool, virtual or dual enrollment courses will be eligible for honor roll recognition provided that grades are received and entered into the student information system by the time report cards are issued for brick and mortar courses. Students must have at least six (6) grades or a number of grades equivalent to three (3) credits (AAI 8 courses/4 credits are required per semester) posted for the current semester to be eligible for the semester honor roll designation. The levels and rules of honor roll in sub section B below will apply.

3. Superintendent Honor Roll Determination

A Superintendent Honor Roll designation will be awarded after final report cards are issued to students who meet the following criteria:

- a. All grades issued must be an “A” for each quarter/semester
- b. Students must have a minimum of six grades or a number of grades equivalent to three (3) credits posted for each semester to be eligible (AAI 8 courses/4 credits are required per semester).
- c. Virtual or dual enrollment courses may be eligible for honor roll recognition provided that grades are received and entered into the student information system by the time report cards are issued for brick and mortar courses.
- d. Transfer grades from other districts do not qualify.
- e. Charter and Home School students are not included.

b. Levels of Honor Roll

- a. Schools will award honor status each semester to students who qualify for one of the following two levels of honor roll designations. Schools awarding quarter honor roll should use the rules below when making their determinations.

1. Straight A Honor Roll: Awarded to students who have an "A" in all of the courses completed during the semester, with grades documented in the student information system. Students must have a minimum of six grades or a number of grades equivalent to three (3) credits posted for the current semester to be eligible (AAI 8 courses/4 credits are required per semester).

2. A/B Honor Roll: Awarded to students who have an "A" or a "B" in all of the courses completed during the semester, with grades documented in the student information system. Students must have a minimum of six grades or a number of grades equivalent to three (3) credits posted for the current semester to be eligible (AAI 8 courses/4 credits are required per semester).

C. Middle School Attendance*

1. No Academic Exceptions Based on Attendance [F.S. 1003.33(2)]

Schools shall not exempt students from academic performance requirements, such as final exams based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

2. Withdrawal After Age 16

While a student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age, it is the goal of Pasco County Schools to promote and support students through graduation. If the student files a formal declaration of intent to terminate school enrollment with the district school board, school, and district staff will review the request and provide counseling services to promote completion of high school graduation. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent/guardian. The school district must notify the student's parent/guardian of receipt of the student's declaration of intent to terminate school enrollment. The student's school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

3. Part-Time Enrollment

All Pasco District secondary students must be enrolled on a full-time basis, which is defined as being enrolled in six (6) courses per semester (AAI 8 courses/4 credits are required per semester). Part time enrollments must be approved by the Assistant Superintendent and Chief Academic Officer.

Pasco County Schools may enroll a student who meets the regular school attendance criteria in s. 1003.01(16)(b)-(f) on a part-time basis, subject to space and availability according to the school's capacity determined pursuant to s. 1002.31(2)(b). The part-time student is not eligible for district and school recognition programs, graduation ceremonies, district and school extracurricular activities, class ranking, honor roll, or to attend classes at multiple brick and mortar campuses.

*Please refer to the Student Code of Conduct for unexcused/excused absence, truancy and make-up work policies. Please refer to the Controlled Open Enrollment Plan for policies on school choice.

D. Middle School Alternative Curriculum Options

1. Home Education

A Home Education program is the sequentially progressive instruction of a student directed by his or her parent/guardian in order to satisfy the attendance requirement of [F.S. 1002.01](#), [1002.41](#), [1003.01\(~~1316~~\)](#), and [1003.21\(1\)](#).

Home Education programs must meet the following registration and compliance requirements ([F.S. 1002.41](#)):

- a. Parents/guardians must register Home Education students with Pasco County Schools within 30 days of the establishment of the Home Education program.
- b. Parents/guardians must provide written notice of termination to Pasco County Schools within 30 days of the termination of a Home Education program.
- c. Parent/guardians must maintain a portfolio of records, educational activities and materials. Completion of online courses may be used as portfolio documents. Portfolios are to be preserved for two (2) years and shall be made available for the district school superintendent, or the district school superintendent's designee, upon 15 days' written notice.
- d. Parents/guardians shall provide for annual educational evaluations documenting that the student's educational progress is at a level commensurate with his or her ability.
- e. A Home Education program shall be excluded from meeting the requirements of a school day.

Home education students must follow all the rules set forth in Florida Statute [1002.41](#), even if the student is participating in virtual curriculum.

2. Pasco eSchool

The District shall provide eligible students with the option of participating in a virtual instruction program. The program shall offer virtual instruction to students enrolled in virtual courses for kindergarten through grade 12 on a full-time or part-time basis. Pasco eSchool courses shall be available to students during the normal school day and through the extended year program [F.S. 1001.42(23)]. It is the parent's/guardian's and student's right to participate in a school district virtual instruction program. Students requesting to take a course offered by Pasco eSchool must have counselor and parent or guardian approval [F.S. 1002.20(6)].

A student may not be enrolled in the same course simultaneously through Pasco eSchool and their brick and mortar school. Students may enroll in Pasco eSchool courses during the summer, as available. Additionally, any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active. Students who complete a virtual course in less than a semester will not be required to enroll in an additional course to meet full-time status, as long as they complete a minimum of three (3) credits per semester. Courses should begin after December 1st to be counted as part of the second-semester schedule.

a. Full Time Pasco eSchool Students

Students taking a full day of instruction (all periods of the day) through Pasco eSchool are full time Pasco eSchool students who have completed the open enrollment process and been accepted.

- i. Full time Pasco eSchool students-will be reassigned to the cost center (7004) as their school of enrollment if they have applied for admission and been accepted during an open enrollment window. Pasco eSchool will be their primary school of enrollment and it is the family's responsibility to apply for admission during the open enrollment period. If a student does not apply for admission during open enrollment the student will not be allowed to be a full time Pasco eSchool student and must comply with course selection procedures at their brick and mortar school.

Full time eSchool students are allowed to participate in extracurricular activities at their zoned school with approval from the zoned school's principal.

a. Shared Students

- i. A student that takes one or more courses through Pasco eSchool is a shared student with the primary school of enrollment being the brick and mortar school/cost center. Shared enrollment for students in Pasco eSchool will occur in alignment with the district drop/add timelines. Students may also take additional courses through Pasco eSchool outside the regular school day with administrative or counselor approval. Shared students are not allowed to take a full day of instruction (all periods of the day) through Pasco eSchool.
- ii. Students enrolled in Pasco eSchool who are not on track to complete the course by end of the semester or year will be required to enroll in the course through their brick and mortar school in accordance with the drop/add timelines.
- iii. Shared students who have an IEP, EP or 504 plan will be served by the brick-and-mortar case manager.

3. Florida Virtual School (FLVS)

a. Credits

A student may earn credits offered through the FLVS each year.

b. Courses

FLVS courses shall be available to students during or after the normal school day and through summer school enrollment [[F.S. 1001.42\(23\)](#)]. A student may not enroll concurrently in the same course, within the same semester when already enrolled within Pasco County Schools. Students may not drop a course after the drop/add deadline in order to enroll in an online course with FLVS.

c. Enrollment Approval Requirements

Students requesting to take a course offered by FLVS must have counselor and parent/guardian approval [[F.S. 1002.20 \(6\)](#)].

d. Acceleration

Students intending to accelerate graduation by using the FLVS courses must have a written plan that is approved by administration and parents/guardians and outlines the projected course plan for high school. The plan will identify projected courses taken within and outside of the regular attendance requirements, timelines, and location for accessing the internet.

E. Middle School Exceptional Student Education

1. Promotion of Exceptional Students in Grades 6-8

a. State Standards

Exceptional Student Education (ESE) students pursuing the current state standards will be considered for promotion based on the promotion requirements specified in the Student Progression Plan for basic education students with accommodations as identified in the Individual Educational Plan IEP.

b. Florida Standards Access Points

Florida Standards Access Points are included in ESE courses. Passing courses in which modified standards are included is sufficient documentation of mastery of standards.

Consideration for promotion of ESE students who are pursuing Florida Standards Access Points will be made on the basis of classroom performance, standardized testing or an alternate assessment, and social development.

c. Drop/Add Procedures for Exceptional Student Education (ESE) Students

Exceptions to the district drop/add procedures timeline can be made based on the individual student needs if approved by the principal or designee. When a student transfers from a basic education course to a Florida Standards Access Points course,

the grade does not necessarily equate to the same grade due to the differences in the course expectations and performance standards. Consequently, it is the responsibility of the ESE teacher to assign a letter grade based on demonstrated mastery of Florida Standards Access Points course performance standards for work completed before and after the course change.

2. English Language Learners (ELL) Services for Students with Disabilities

Exceptional Student Education (ESE) students who are ELLs must be served with English for Speakers of Other Languages (ESOL) strategies and accommodations as well as ESE accommodations listed in the IEP. An ELL committee may convene to determine if the student's exceptionality interferes with the student's ability to benefit from ESOL services. In such cases, the ELL committee must meet to make determinations as per the current District ELL Plan. If a dual identified ELL student is determined to not benefit from ESOL services, evidence of why the student does not benefit from ESOL services must be provided at the time of the ELL Committee Meeting. It must be clearly stated in the IEP how the language barrier will be addressed through the IEP. When appropriate, students are entitled to both ESOL and ESE services.

3. Middle School Course Requirements for Exceptional Students

All middle school exceptional students will be required to pass the same general areas of academic or career and technical disciplines as basic education students, unless enrolled in access points curriculum. Basic, Exceptional Student Education (ESE) or career and technical education courses may be used to meet these requirements.

a. One Credit Scheduling Option

A yearlong ESE course may be scheduled as a one-half (.5) credit semester course based on student need.

Students who are eligible for homebound instruction may be given the option to take fewer courses due to their medical/mental condition if specified and documented in the IEP. Online courses may not have course lengths adjusted.

ESE academic courses (7800000 courses) have Florida Standards Access Points embedded in them. By their nature they are not content equivalent to basic education courses and parents/guardians must be made aware of this whenever a student is recommended for placement in one or more of these ESE academic courses.

Regular standards academic courses may be provided by an ESE teacher who is highly qualified for social studies, mathematics, language arts and science if these courses are identified with the same course number and title as the basic education course, and the same performance standards and content are taught. Accommodation should be provided for exceptional students as specified in the IEP.

Students age fourteen and older need to be provided with instruction or information in the area of self-determination to assist the students to be able to actively and effectively participate in IEP meetings and self-advocate, if appropriate ([SBR 6A-6.03028](#)).

4. Waiver of Statewide, Standardized Assessment Requirements (For Civics EOC only)

The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, addresses access to post-secondary education and meaningful careers for students with disabilities [[F.S. 1007.02](#)].

For the purposes of this act, the term "student with disability" means any student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to dyslexia, dyscalculia, or developmental aphasia.

Section [1008.22\(3\)\(c\)1.](#), Florida Statutes (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade and a standard high school diploma. Specific requirements regarding the waiver process are found in s. [1008.22\(3\)\(c\)2.](#), F.S.

To be considered for the waiver from the statewide, standardized assessment graduation requirement, the student must:

1. The student must be identified as a student with a disability as defined in [S.1007.02.FS](#)
2. The student must have an individual educational plan (IEP).
3. The student must have taken the statewide standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with [S.1008.22\(3\)C.2. F.S.](#), the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.
5. The student must receive a passing grade for the course in question.

If there is sufficient evidence that the student has mastered the applicable standards and the IEP team determines that the assessment is not an accurate measure of the student's ability, the statewide standardized assessment requirement may be waived, and the student may graduate with a standard diploma.

A statewide standardized assessment waiver may be used for both the traditional 24-credit graduation program and the 18-credit/3-year options.

5. Florida Standards Access Points Assessment Waivers (For Civics EOC only)

Students following Florida Standards Access Points course work whose performance on the Florida Standards Alternate Assessment is below a level 3 (scale of 1-4) may have results of the assessments waived. A graduation portfolio of quantifiable evidence of achievement must be developed. The portfolio must include:

- a. Listing of courses, the student has taken
- b. Grades received
- c. Student work samples
- d. Materials that demonstrate growth, improvement, and mastery of required course standards Multi-media portfolios that contain electronic evidence of progress are permissible.

6. Reporting Student Progress

a. Report Cards and Grading

Students in Exceptional Education Programs pursuing Florida Standards and Florida Standards Access Points will receive a standard report card.

b. Progress Reports

Parents or guardians must be notified in writing at any time during a reporting period when it is apparent that the student is failing or in danger of failing in any subject or may need retention in his/her grade level. Notifications may include report cards, progress reports, letters, documented telephone calls, emails and/or parent conferences. Every effort will be made to provide communication in the child's/parent's home language. Such notification shall also apply to social growth/behavior and work habits.

Parents/guardians will receive a report on the progress of the ESE student toward achieving Individual Educational Plan IEP goals at least quarterly. This is in addition to academic progress reports as noted in [IDEA 97-300.347\(a\)7\(ii\)](#) and [SBR 6A-6.03028\(7\)\(g\)](#).

7. Exceptional Student Education (ESE) Student Rights and Parent/Guardian Notification

Status with regard to mastery of current state standards or Florida Standards Access Points should be discussed with parents/guardians at each Individual Educational Plan IEP review/revision conference. Additionally, graduation options should be discussed with parents/guardians at these conferences, to include an explanation of the type of standards the student is attempting to master.

In order for a student to participate in instruction in the Florida Standards Access Points the parent/guardian must provide informed consent. The IEP team must complete the *Florida Department of Education Parental Consent Form/Prior Written Notice Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration Form*.

The parents/guardians of each exceptional student shall be notified of the graduation options available at the IEP meeting prior to age 14.

8. Speech, Physical Therapy, Occupational Therapy, and Counseling as Related Services

Speech, physical therapy, occupational therapy, and counseling as a related service are services designed to reinforce or enhance a student's ability to benefit from instruction. Attendance in these programs will not affect the 135-hour minimum course instruction requirements for basic, Career and Technical Education (CTE), or Exceptional Student Education (ESE) courses.

V. HIGH SCHOOL (GRADES 9-12) POLICIES



Section V High School



A. High School Curriculum and Instruction

1. Introduction

The high school section of the Student Progression Plan (SPP) for grades 9-12 students is designed to support the District's vision of providing a world-class education that will prepare our students for college, career, and life. This vision places a focus on standards based, high impact instruction that is rooted in high expectations for all students.

The SPP is designed to ensure that all students meet high academic standards through a standards-driven curriculum, rigorous and relevant instruction, and instruction that is focused on critical thinking and problem solving. The effectiveness of this instruction is evaluated through the District's comprehensive system for student progression. The program analyzes assessment data through a universal screening and continuous progress monitoring system to identify students that need more intensive instructional support in order to accelerate growth. These instructional interventions are implemented and the student responses to them are continuously monitored to determine the level of effectiveness. Areas addressed within the plan are focused on preparing students to achieve success in college, career, and life.

Note: Updates from legislation may occur after the publication of this document. Though every effort is made to address the impact of State Statute and Federal mandates on Pasco County Schools' policies, it is possible that answers may not be found in this document. These omissions are not to be construed as Pasco County Schools granting permission for issues not covered in the Student Progression Plan. For clarification on these types of issues, please contact the Director of the Office for Leading and Learning. Additionally, Pasco County Schools reserves the right to waive requirements outlined in the Student Progression Plan if the decision is in the best interest of a student or students, which is at the sole discretion of the Superintendent, and in alignment with state statute.

2. Course Credit (F.S. 1003.436 and 1007.271)

One full credit for high school graduation is defined as a minimum of 135 hours of bona fide instruction in a designated course that contains student performance standards, or the equivalent of six semester hours of college credit. Under the Credit Acceleration Program (CAP) [per s.1003.4295\(3\)](#), a student may receive course credit by earning a passing score on a state End of Course assessment, College Level Examination Program (CLEP), or Advanced Placement Exam (AP). Dual Enrollment courses vary in credits- reference the [Dual Enrollment High School Equivalency list](#) for more information. Students enrolled in virtual school courses are issued credit by demonstrating mastery of course objectives.

Course Titles on Transcripts

A course title on a student transcript means that the student is receiving regular, planned instruction by a teacher following the course content. The teacher is setting the pace, providing assignments, assessments and tests. GPA weight is dependent upon the course.

A course title may appear on a student transcript without a corresponding entry on the student schedule if a student earns a passing score on the state End of Course assessment, College Level Examination Program (CLEP), or Advanced Placement Exam (AP). When students earn course credit in this manner, the course will reflect a grade of T and will not impact the overall grade point average. As Dual Enrollment courses vary in credits, the Dual Enrollment High School Equivalency list should be referenced for more information. Students enrolled in virtual school courses are issued credit by demonstrating mastery of course objectives with the grades being issued by the corresponding virtual program. The course will not carry a final grade and will not impact the grade point average.

3. Courses Excluded from Credit Awarding [F.S. 1003.43(7)(20)(21)]

No high school student may be granted credit toward high school graduation for enrollment in the following courses or programs:

- a. more than a total of nine (9) elective credits in remedial programs;
- b. more than three (3) credits in practical arts family and consumer science courses;

- c. more than one (1) credit in exploratory career and education courses designed as initial exposure to a broad range of occupations; or
- d. any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment must be included in the student's Individual Educational Plan (IEP) or a student performance plan, such as a Progress Monitoring Plan (PMP) and signed by the principal, the school counselor, and the parent/guardian, or the student if the student is 18 years of age or older.

4. Courses and Programs

The following courses and programs are recognized by Pasco County Schools as approved programs for granting course credit:

- a. Pasco County School's approved courses and programs
- b. Other accredited educational institutions, in accordance with section V-A (14)
- c. State of Florida End of Course exams (EOC)
- d. Earning a passing score on an AP or CLEP Exam

5. Credit Earning [F.S. 1003.436(2)]*

a. In awarding credit for high school graduation, a one-half (.5) credit earned system shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half (.5) credit if the student successfully completes either the first half or second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. Credit will also be earned by passing Florida EOC exams as defined by state graduation requirements. Dual Enrollment courses vary in credits, reference the [Dual Enrollment High School Equivalency list](#) for more information.

Passing of the Algebra 1 EOC is not required to earn credit for the course. Passing the Algebra 1 EOC or earning a comparative score on a state approved exam is required to earn a standard high school diploma.

b. The State of Florida allows students to earn credit with a passing score on the following state EOC exams: Algebra I, Geometry, U.S. History and Biology I. Students transferring from outside the state of Florida may be awarded credit in an EOC course if they meet requirements found in section V-A.14.

c. Students may earn high school credit in courses required for high school graduation by earning a score of 3, 4, or 5 on a College Board Advanced Placement (AP) examination or a College Level Examination Program (CLEP) examination in a state approved course of study. If a student attains such score on an AP examination or CLEP examination, the school district will award course credit to the student without requiring the student to be enrolled in or to complete the course. Courses eligible for CLEP examinations have been listed by course title and the applicable subject codes in the Florida Course Code Directory in the year the credit was earned.

*For the 2019-2020 and 2020-21 school years, Emergency Orders were issued because of the COVID pandemic. During the 2019-2020 school year, Algebra 1, Biology, Civics, Geometry, and U.S. History EOC assessments that were to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. For non-seniors who were enrolled in Algebra 1 (or an equivalent course) during spring 2020 and who were scheduled to take the Algebra 1 end-of-course (EOC) assessments, the requirement to participate in the Algebra 1 EOC was waived. However, these students were still required to meet the graduation requirement by passing the Algebra 1 EOC during a future administration or by earning the appropriate comparative score. These students may participate in any Algebra 1 EOC requirement but are not required to do so prior to using a comparative score. For these students who did not already have an EOC exam score for the 2019-2020 school year in any of the above mentioned EOC courses, the two semester course grades were counted in the academic history and GPA calculation since there was no 30% calculation. For these students, EOC participation and 30% final grade calculation requirements for these courses were permanently waived even if the student retakes the course and/or takes the EOC.

During the 2020-2021 school year, outstanding assessment requirements for seniors scheduled to graduate in spring 2021 were waived. In addition, a student who did not have a score from the EOC exam but successfully completed (passing semester grades or the average of the two semester grades resulting in a yearlong passing grade) Algebra 1, Biology, Civics, Geometry, and/or U.S. History course by July 30, 2021, earned grades and credits based solely on student performance in the course. In the 2020-2021 school year, the 30% calculation was applied only when the yearlong grade or GPA were not negatively impacted.

6. Determination of Mastery of Student Performance Standards

Student performance standards are measured on a regular and continuous basis. Evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, response to intensive interventions, and other relevant information. It is not the intent of Pasco County Schools to measure student performance standards solely through the use of a single method or instrument (e.g., County/District assessments, Advanced Placement exam score). However, the State of Florida has authorized a mechanism by which students may earn course credit, in specifically identified courses, through the passing of state EOC exams. See [F.S. 1003.4295](#).

A student demonstrates mastery of student performance standards for a district-approved course when through student's classroom work, observations, tests, district and state assessments, response to intensive interventions, and other relevant information it has been determined that a student has attained a passing score for the course. This score (minimum of 60 percent) and the procedures to be used to determine semester and yearly averages are in accordance with the procedures as outlined in the Student Progression Plan.

In the determination of mastery of student performance standards for high school credit, it is the intent of Pasco County Schools to utilize student performance standards which are clear and precise statements of what the learner is expected to do by the end of a prescribed learning period; reflective of the essential knowledge, skills, concepts, or behaviors contained in the district-approved course descriptions; and clearly communicated to all learners at the beginning of a course or unit of instruction.

a. Credits for English Language Learners (ELLs)

In accordance with State Board Education rules [6A-6.0904](#) and [6A-6.0908](#) and the District's English Language Learners Plan (ELL Plan), ELLs shall have equal access to appropriate instructional programming, and to programs other than ESOL. ELL students must also be given equal access to all curriculum, including Advanced Placement, honor courses, dual enrollment, and any special programs regardless of their English language proficiency. The general education standards, benchmarks, and course content requirements will be the basis of their curriculum. The teacher will provide accommodations for assignments, appropriate to the English language proficiency level of the student, differentiated ESOL strategies, along with instructional and assessment accommodations to ensure that students have the opportunity to master standards, at the learner's level of English language proficiency.

Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily. ELLs shall be given elective credit for basic ESOL courses (e.g., English Language Development, ESOL Listening and Speaking, ESOL Reading and Writing, ESOL combined skills courses).

b. Variety of Instructional Techniques and Instructional Media

A variety of instructional techniques and instructional media consistent with the needs of individuals or student groups should be utilized. In particular, varied instructional strategies, special communications equipment, or modification of methods of evaluation may be used to accommodate those students with disabilities and students in alternative education programs who are working on basic program or career and technical education program student performance standards.

7. Drop/Add Procedures for Continuing Students

a. Timeline to Drop Semester Courses

A student may request to drop a semester course and add a yearlong course within five (5) school days after first quarter report cards are issued. A student may request to drop a semester course and add a semester course within five (5) school days after first quarter or third quarter progress reports are issued.

b. Timeline to Drop Full-Year Courses

A student may drop a yearlong course and add a yearlong course within 5 school days after first quarter report cards are issued.

Principals may approve dropping a yearlong course at midyear and adding a semester course within 5 school days after the third quarter progress report.

c. Timeline for Dropping Dual Enrollment Courses

Pasco County students must follow the drop/add/withdrawal procedures and timelines established by the articulation agreements. All Pasco County students must maintain full-time student status. Pasco County Dual Enrollment students cannot enroll in Dual Enrollment courses that conflict with their high school course schedule.

d. Timeline for Florida Virtual School (FLVS) Virtual Courses and Pasco eSchool

While FLVS and Pasco eSchool may have institutional drop/add procedures and timelines, all district students must carry a course load of six (6) active courses (WKTHS/KRAI 7 courses/3.5 credits are required per semester, AAI 8 courses/4 credits are required per semester). While students await placement and activation in their FLVS/Pasco eSchool courses, they must remain enrolled full-time. Pasco eSchool students must also comply with the timelines designated for continuing students.

1. Dropping a Brick and Mortar Course and Adding a Virtual Course

Students cannot be prevented from enrolling in courses through an accredited virtual program, however, proper advisement about the consequences of doing so should occur. Students should remain enrolled in the brick and mortar course until they become activated in the virtual course. Students may drop a brick and mortar course and enroll in a virtual course within five (5) days of when first and third quarter progress reports are issued.

2. Dropping a Virtual course and adding a Brick and Mortar Course

A student may enter a year-long brick and mortar course after dropping a virtual course within five (5) days after the first quarter report cards are issued. A student may request a schedule change into an online course at the semester break. Virtual drop/withdraw grade and credit guidelines still apply. A student may enter a semester brick and mortar course after dropping an online course up to five (5) days after the first or third quarter progress reports are issued. Students who drop a virtual course must maintain full-time student status.

3. If a student is dropped from an FLVS course, the student may enter a course with Pasco eSchool at any time or on their school campus at the beginning of the following semester, if space permits. Students who are dropped from a virtual course must take action to maintain full-time student status. The Florida Virtual and Pasco eSchool "CF" (Complete Failing) codes will be treated as a grade of F on the student transcript and will affect the GPA. If a student withdraws from a virtual course and receives a WF (Withdrawn/Failing) or a WP (Withdrawn/Passing) code, then the student earns no grade for the time spent in the course and no credit will be issued. The "WF" and "WP" codes will show on the student transcript but will not affect the GPA. A student may not recover the credit for a course coded "WF" or "WP" in the district approved credit recovery program (APEX/Edmentum).

e. Timeline for Adding and Dropping Pasco eSchool Courses

While Pasco eSchool may have institutional drop/add procedures and timelines, all full-time district students must carry a course load of six (6) active courses per semester or equivalent to 3 credits or be a full-time dual enrollment student (WKTHS/KRAI) 7 courses/3.5 credits are required per semester, AAI 8 courses/4 credits are required per semester] and must comply with the timelines designated for continuing students. While students await placement in Pasco eSchool courses, they must maintain an enrollment that meets full-time status.

f. Timeline for Exiting Online Courses

Students who are exited from an online course during the drop/add dates may add the same course at their school site or be transferred to another online platform.

g. Assignment of Grade

When a student adds a course and a first or third quarter grade has already been assigned, in the course that was dropped, that grade will be carried forward. In a drop/add situation, the receiving teacher assigns the semester grade. The teacher of the dropped course will not assign a grade beyond drop date.

h. Record of Changes

Courses that are dropped may not appear on report cards; however, the student information system will retain all drop/add changes. All quarter, semester and final grades that are issued will appear on the local transcript in the student information system.

i. Exceptions

Exceptions to the drop/add policies may exist for students with disabilities, transfer students, and students who are exited as withdrawn from Florida Virtual School (FLVS), Pasco eSchool, and Dual Enrollment courses. Superintendent’s staff approval is required for these exceptions.

8. Extended School Year Services

Extended School Year eligibility is to be based on Pasco County Schools’ *Extended School Year Services General Guidelines*.

9. Beginning of the School Year Grade Classification

a. For students entering 9th grade

Students will be classified at the beginning of each school year based on the number of years from the time they first enter a 9th grade cohort. In this way, students in one cohort will progress as a group until the year they graduate.

- First year - Freshman (grade 9)
- Second year - Sophomore (grade 10)
- Third year - Junior (grade 11)
- Fourth year - Senior (grade 12)

b. Senior Status (Acceleration) 18 credit option

Students that accelerate will remain in their grade level until they enroll in the last semester of all class(es) needed to graduate based on graduation requirements and having met graduation assessment requirements. For example, if at the start of the second semester a student remains enrolled in yearlong classes, and those classes will be the last needed to meet graduation requirements, the student will be considered a senior. Or, if a student is taking classes through a virtual school and enrolls in November in the last class, or set of classes needed to meet graduation requirements, they would be classified as a senior at that time.

Students graduating in three years will be classified as a senior at the beginning of the second semester of their third year. Students graduating in December of their third year will be classified as seniors at the beginning of the first semester of that school year. Students not meeting the assessment requirements but meeting all other graduation requirements may elect to receive a Certificate of Completion at the end of the third year. Students may participate in senior activities prior to being promoted to senior status at the discretion of the principal.

c. Double Promotion

For students who have accelerated in the completion of credits toward graduation beyond those required for their designated grade level, consideration may be given to double-promote those students as long as the following conditions exist: the student must be found eligible for double grade promotion due to having earned the minimum high school credits toward graduation to be promoted to the targeted grade level, have an acceleration plan, have goals related to the completion of advanced courses, and a plan to meet graduation requirements by a specified date. If a student meets the

conditions outlined above, the request will be delivered to the school Principal and Assistant Superintendent for final approval.

10. Reading (F.S. 1003.4282)

A preponderance of evidence should drive student placement decisions (i.e. benchmark, diagnostics and progress monitoring). Students in grades 9-12 who score at Level 1 or 2 on the state English Language Arts Assessment AND a have a preponderance of evidence from the previous school year should receive intensive reading instruction above and beyond their core English Language Arts/Literacy course from a reading endorsed or reading certified teacher or a teacher or instructional assistant who has earned the secondary literacy micro-credential that require teachers to demonstrate competency to diagnose literacy difficulties and determine the appropriate range of literacy interventions, use evidence based instructional and intervention practices, including evidence-based reading strategies. Teachers or instructional assistants with a micro-credential must be supervised by a reading endorsed or certified teacher.

English Language Learners (ELLs) may be enrolled in the Developmental Language Arts through English for Speakers of Other Languages (ESOL) elective course in place of a yearlong reading course. Level 1 and level 2 students who have earned a concordant score for the tenth-grade state ELA assessment will not be required to be enrolled into reading courses. The Superintendent or designee must approve any exceptions. Students of the 2013-2014 and beyond 9th grade cohorts are not eligible for a one- year exemption from the reading remediation requirement.

11. Requirements for Curriculum, Instruction, and Assessment (F.S. 1003.42)

The curriculum, instruction, and assessment system of Pasco County Schools is aligned with the Florida State Education Goals and Performance Standards as defined by the Florida Department of Education. Each school will offer courses of study and instruction that reflect the appropriate state standards in K–12 language arts, reading, mathematics, science, social studies, fine and performing arts, physical education, health, computer science, career and technical education, and world languages. Instruction will address the skills and competencies that a student must master to graduate from high school [[F.S. 1001.03, and 1003.4282](#)].

a. Instruction

Instruction will be offered at each high school that complies with Pasco’s Vision: Success for All Students in College, Career, and Life. Such instruction will be based on the current state standards where appropriate.

Instruction will be offered at each school that meets the requirements of the Florida state statutes which includes a career interest inventorclasy and a broad orientation to career clusters to assist students in focusing on academic and career goals and post-secondary planning.

b. English Language Learners (ELLs)

In accordance with State Board Education rules [6A-6.0904](#) and [6A-6.0908](#) and the District’s Limited English Proficient Plan (LEP Plan), ELLs shall have equal access to appropriate instructional programming, and to programs other than ESOL. ELL students must be given equal access to the general curriculum, Advanced Placement, Dual Enrollment, honors courses, and any special programs regardless of their English language proficiency. The general education standards, benchmarks, and course content requirements will be the basis of their curriculum. The teacher will provide accommodations for assignments appropriate to the student’s English language proficiency level, differentiated ESOL strategies to provide comprehensible instruction at the learner’s level of English language proficiency. Instructional strategies and accommodations are required to ensure equal opportunity to master the general curriculum, content, vocabulary, grade-level standards, and course content.

An ELL is afforded the appropriate use of his/her primary language in accordance with State Board of Education Rule 6A-6.0908.3 and Florida Statutes [1002.20\(10\)](#) and [1003.56](#). No student shall be denied appropriate use of his/her primary language at school.

c. Statewide Assessment

Each student must participate in statewide assessment at designated grade levels or aligned courses as required by F.S. [1008.22](#).

12. Public School Student Progression, Remedial Instruction, and Reporting Requirements (F.S. 1008.25)

a. Promotion

The time required to complete high school will depend upon successful completion of required state and district credits, testing requirements and grade point average. A High School student's grade level does not reflect the number of credits earned or graduation readiness.

Students will be assigned to a grade level based on their entry date into the ninth-grade cohort.

If a student appears to be having difficulty meeting promotion requirements, the professional staff should refer the student to the School Based Intervention Team (SBIT) to determine response to intervention as part of a Multi-Tiered System of Support.

b. For Promotion after Retention

Parents/guardians are to be notified formally in writing that their child is being promoted to the next grade with instructional support. A copy of this notification should be placed in the student's records. Formal notification will be in a language or mode of communication understandable by non-English speaking parents/guardians.

c. Middle School Promotion to High School During the School Year (F.S. 1008.25)

The assignment of a student to a higher grade which results in the student's skipping a grade or part of a grade should be based on evidence that the student will benefit from the instructional program at the advanced grade level. This decision should consider factors including academic skill levels, intellectual abilities, social maturity, and motivation. The school principal (principals when two schools are involved) has the responsibility for making such an assignment. In all cases a parental/student conference and consent are required for each student's records, motivation and parental support must be looked at to make this decision.

d. Remediation

Students are provided multiple opportunities to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive intensive instructional support in order to accelerate the student's rate of progress toward standards.

The areas of academic need and intervention strategies are identified through a Multi-Tiered System of Support (MTSS) process. Multiple tiers of increasing intense instructional and instruction/intervention services are implemented to support student academic performance. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

e. Progress Monitoring Plan (PMP) [F.S. 1008.25(4)(b)]

Any student who does not meet the District identified minimum levels of performance and/or who does not meet the identified minimum levels of performance on statewide assessments as defined by the Commissioner of Education, must be provided remediation. Students not meeting grade level expectations will receive a PMP that identifies instruction/intervention support through a problem-solving process. A PMP shall be developed in consultation with a parent/guardian and student progress will be monitored.

ELLs should be afforded the opportunity to acquire basic English language proficiency before inclusion in the school-wide PMP process. ELLs who have been in the ESOL program less than 2 years should not be included in the PMP process. ELLs who have been in the ESOL program more than 2 years should be included in the process just as a non-ELL student. An ELL committee is not required when assigning a PMP to an ELL.

The Individual Educational Plan (IEP) may replace the PMP for most Exceptional Student Education (ESE) students when the IEP includes the required elements of the PMP. The IEP must address intensive instructional and support services in the identified area(s) of deficiency.

Refer to the Pasco County MTSS Guidebook for further details.

f. Graduates Requiring Additional Credit Earning Program (GRACE) Program

This program is an initial credit earning program designed for high school students who need the program to meet the 18 or 24 credit graduation requirements due to being behind in credits earned. Students participating in the GRACE Program would be extending their opportunities beyond the school day on campus during Extended School Day or Extended School Year programs.

Specific Student Eligibility Criteria

Any student who is missing a new credit from 2019 to present credits that will keep them from graduating on time.

Student Admission Procedures

1. The school counselor, student support assistant personnel, and administration will determine placement in the GRACE Program.
2. In the GRACE Program, up to two full-year credits may be earned (2 full year credits or 4 semester credits).
3. Additional credits will require approval by the Assistant Superintendent and Chief Academic Officer.
4. When a student is determined eligible, a meeting will be held with the student and parent/guardian.
5. The student will be scheduled into the program either through the school supported site-based program and parents/guardians must be made aware of the expectations of attendance requirements and seat hours.

School Site Program Requirements

1. School site programs may be organized and held through Extended School Day or Year programs.
2. With new credit, the teacher of record must be certified in the subject area of the new credit needed.
3. Student must complete 135 hours of seat time for a full one credit course, or 68 hours of seat time for a semester course. This is required by Florida Statute 1003.436. Schools must file verification of seat time completion in the student's cumulative folder.

g. Placement

Any student transferring from another state or private school will be placed in a grade determined by the principal (or designee) of the receiving school.

h. Middle School Students Enrolled in High School Courses

A student below grade 9 who is enrolled in a course listed in the State Course Code Directory grades 9-12 section, shall receive high school graduation credit upon successful completion of the course. That student shall be classified as a grade 9 student for that portion of the school day for which he/she is enrolled in the 9- 12 course.

Each course will count as a course required for promotion to high school: Algebra will count as one of the three mathematics courses, Geometry will count as one of the three mathematics courses, Biology will count as one of the three science courses, and U.S. History will count as one of the three social science courses.

In the case of Algebra I, a high school course with a state EOC exam requirement, the state EOC exam/assessment or a comparative score on a state approved assessment must be passed in order to earn a Standard Diploma.

*For the 2019-2020 and 2020-21 school years, Emergency Orders were issued because of the COVID pandemic. During the 2019-2020 school year, Algebra 1, Biology, Civics, Geometry, and U.S. History EOC assessments that were to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. For non-seniors who were enrolled in Algebra 1 (or an equivalent course) during

spring 2020 and who were scheduled to take the Algebra 1 end-of-course (EOC) assessments, the requirement to participate in the Algebra 1 EOC was waived. However, these students were still required to meet the graduation requirement by passing the Algebra 1 EOC during a future administration or by earning the appropriate comparative score. These students may participate in any Algebra 1 EOC requirement but are not required to do so prior to use a comparative score. For these students who did not already have an EOC exam score for the 2019-2020 school year in any of the above mentioned EOC courses, the two semester course grades were counted in the academic history and GPA calculation since there was no 30% calculation. For these students, EOC participation and 30% final grade calculation requirements for these courses were permanently waived even if the student retakes the course and/or takes the EOC.

During the 2020-2021 school year, outstanding assessment requirements for seniors scheduled to graduate in spring 2021 were waived. In addition, a student who did not have a score from the EOC exam but successfully completed (passing semester grades or the average of the two semester grades resulting in a yearlong passing grade) Algebra 1, Biology, Civics, Geometry, and/or U.S. History course by July 30, 2021, earned grades and credits based solely on student performance in the course. In the 2020-2021 school year, the 30% calculation was applied only when the yearlong grade or GPA were not negatively impacted.

i. Multiple Births (F.S. 1003.06)

Multiple birth siblings who are assigned to the same grade level and school may be placed in the same classroom or separate classrooms if a request is made by the parents/guardians in writing within five (5) days before the first day of each school year or five (5) days after the first day the students enroll in the school if they transfer during the school year.

F. S. 1003.06(6) specifies that the provisions do not apply to the right or obligations of students with disabilities under F.S. 1003.57 or under the Individual's with Disabilities Education Act (IDEA), regarding the individual placement decisions of the school district, or the removal of students pursuant to disciplinary policies.

After consulting with the teacher(s) involved at the end of the first grading period, the principal may review the siblings' placement. If it is determined that their placement is disruptive to the school, the principal may consider a more appropriate setting for the siblings.

A parent/guardian may appeal the principal's classroom placement of multiple birth siblings to the principal, in writing, within 5 days. The appeal will be forwarded to grade-level Assistant Superintendent for a final decision. During an appeal, the multiple birth siblings shall remain in the classroom chosen by the parent/guardian.

j. Graduation Grade Point Average (GPA) Requirement

School personnel will identify those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average at or below the minimum grade point average required for graduation pursuant to F.S. 1003.4282(6)(a).

At the end of each semester, the parent/guardian of each student in grades 9, 10, 11, and 12 who has a cumulative grade point average of less than 2.5000 shall be notified that the student is at risk of not meeting the requirements for graduation. The notice shall contain an explanation of the policies the district school board has put in place to assist the student in meeting the grade point average requirement.

13. Student Rights for Instruction (F.S. 1002.20)

All public education courses shall be available to all students without regard to race, ethnicity, national origin, gender, disability, religion, or marital status; however, this is not intended to eliminate the provision of programs designed to meet the needs of English Language Learners (ELLs) or exceptional students.

The English Language Learner (ELL) services are designed to meet the English language proficiency, academic, and social needs of ELLs as defined in the District ELL Plan – A Plan to Assure Comprehensible Instruction for ELLs. No student will be denied appropriate use of his/her primary language.

Pursuant to Florida statute, students have the right to access and parents/guardians have the right to enroll their student in a virtual education program.

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against, may file a grievance according to the procedure established in Board policy 5710.

14. Unaccompanied Youth

Unaccompanied Youth are determined as students who are **NOT** in the physical custody of a parent or legal guardian **AND** are homeless.

Certified Unaccompanied Youth are determined as students who are **16 years of age** or older **AND** not in the physical custody of parent or legal guardian **AND** homeless.

Students who are certified unaccompanied youth should be able to consent for accessibility to their records and participate in their education without delayed enrollment if there is no parent, legal guardian, or caregiver present. A surrogate parent could be requested, depending on the educational need.

Students who are certified unaccompanied youth should be able to list the caregiver with whom they live and keep their parent or legal guardian's address as a mailing address. This information may be verified with the SIT program.

A lack of any emergency contacts for any unaccompanied youth shall not delay school enrollment. When deciding whom to list as contacts, the first contact should be a person with whom the student is currently residing. Legal parents and guardians' may also be kept on record.

Students who are certified unaccompanied youth may need to withdraw from a brick-and-mortar Pasco County public school in order to enroll in a new educational program such as 24/7, FLVS, GED, etc. or they may need to withdraw so they can enroll in a district outside of Pasco County. If a certified unaccompanied youth wishes to withdraw from their current enrollment, the parent, legal guardian, or caregiver should be notified. Additionally, school staffs members including the SIT and drop out prevention program coordinators should be notified. Information should be provided to the certified unaccompanied youth on how to enroll in the new educational program.

15. Transfer Students (F.S. 1003.433 and FAC 6A-1.09941)

a. Credit Transfer

When students transfer into any Pasco County high schools from another district, country or private school, an official transcript will be obtained and credits for graduation will be approved by the principal (or designee).

The principal (or designee) may evaluate transferred credits to the advantage of the student in cases where other schools award fractional credits, credits issued for full year grades (no semester credit awarded), or not compatible with local course credit standards.

The District grade weighting system will apply to all courses identified by Pasco County Schools.

b. Accredited Schools

Credit from other recognized national, regional or state accredited schools will be automatically approved.

c. Non-accredited Schools

Credits from non-accredited schools, as well as foreign schools, will be evaluated on the basis of comparability to local courses in terms of course length and content; in some cases, communication with the previous school will be necessary, and a translation of transcripts required. Students transferring from another country shall receive English credit (Language Arts) for primary language study. English as it appears on a foreign transcript will be reflected as world language credit. Students transferring into a public school from a non-accredited school must be placed at the appropriate sequential course level.

Performance at a minimum grade point average of 2.0000 in the placement validates the student's prior performance in that subject area. For example, a grade 11 transfer student may validate his English 1 and 2 credits taken at the sending school with a 2.0000 in English 3 at the receiving school. Students who do not meet a 2.0000 or choose not to continue to the next sequential level in a particular subject area (i.e., world languages), must have their credits validated using an approved alternative validation procedure listed in [FAC 6A-1.09941\(3\)](#).

d. Home Education Students

Students entering a Pasco County high school from a Home Education program shall be granted credits according to the type of documentation maintained and presented by the parent/guardian. Documentation may include a combination of official and unofficial transcripts from accredited or non-accredited schools, and/or a parent/guardian generated portfolio.

Credits and grades submitted on an official transcript from an accredited educational program shall be accepted at face value. Credits and grades submitted on an official transcript from a non-accredited educational program shall be validated by the end of the first grading period. Credits (not grades) submitted on an unofficial transcript or via a Home Education portfolio shall be validated by the end of the first grading period.

Alternative validation procedures shall be used when students do not demonstrate satisfactory performance during the first grading period. Validation procedures and alternative validation procedures for Home Education students are the same as those used for students transferring from another district, state, country or private school.

e. Transfer of High School Credit [[F.S. 1003.25\(3\)](#) and [FAC 6A-1.09941](#)]

Procedures for acceptance of transfer grades and credit(s) for students entering high school shall be as follows:

1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a Home Education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0000 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
3. Alternative Validation Procedure (also applies to out of country transfers and unaccompanied youth without school records/transcripts). If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent/guardian:
 - a. Portfolio evaluation by the superintendent or designee;
 - b. Written recommendation by a Florida certified teacher selected by the parent/guardian and approved by the principal;
 - c. Demonstrated performance in courses taken through Dual Enrollment or at other public or private accredited schools;
 - d. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - e. Demonstrated proficiencies on the State ELA and/or state End of Course Assessment; or
 - f. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs [\(3\)\(d\)](#) and [\(e\)](#) of this rule if required.

Based on the enrollment date and assessment calendar, schools should ensure the assessment administration date does not negatively impact the student and can administer needed assessments earlier than 90 days if it is best for the student.

f. Requirements for Graduation for Out-of-State and Out-of-Country Transfer Students*

Students who enter a Florida public school in grades 11 or 12 from out-of-state or from out-of-country shall not be required to spend additional time in a Florida public high school in order to meet the Florida high school course requirements if the student has met all requirements of the school district, state or country from which he/she is transferring.

Florida course requirements shall not be retroactive for a transfer student provided that the student has been promoted to grades 11 or 12 and has met all requirements of the school district, state, or country from which he/she is transferring. To receive a standard high school diploma, a transfer student must earn an unweighted 2.0000 grade point average on a 4.0000 scale for all courses taken in District or on all courses taken in grades 9-12, whichever is to the benefit of the student, and pass the Grade 10 ELA assessment required in [F.S. 1008.22\(3\)](#) or an alternative assessment as described in [F.S. 1008.22\(9\)](#).

If a student's transcript indicates credit in high school reading or ELA II or III, the student must take and pass the grade 10 ELA assessment or earn a concordant score in order to earn a Standard Diploma.

Students transferring from countries following an 11-year education system will be placed in the same grade level in Pasco *unless* the student has already successfully completed requirements for a high school or the equivalent in their country of origin. Questions regarding grade level placement may be directed to the Program Coordinator for Certified School Counselors, Office of Student Support Programs and Services.

If a student transfers from out of country, out of state, a private school or a home education program and the student's transcript shows credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed the statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C s.6301.

*For the 2019-2020 and 2020-21 school years, Emergency Orders were issued because of the COVID pandemic. During the 2019-2020 school year, Algebra 1, Biology, Civics, Geometry, and U.S. History EOC assessments that were to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. For non-seniors who were enrolled in Algebra 1 (or an equivalent course) during spring 2020 and who were scheduled to take the Algebra 1 end-of-course (EOC) assessments, the requirement to participate in the Algebra 1 EOC was waived. However, these students were still required to meet the graduation requirement by passing the Algebra 1 EOC during a future administration or by earning the appropriate comparative score. These students may participate in any Algebra 1 EOC requirement but are not required to do so prior to using a comparative score. For these students who did not already have an EOC exam score for the 2019-2020 school year in any of the above mentioned EOC courses, the two semester course grades were counted in the academic history and GPA calculation since there was no 30% calculation. For these students, EOC participation and 30% final grade calculation requirements for these courses were permanently waived even if the student retakes the course and/or takes the EOC.

During the 2020-2021 school year, outstanding assessment requirements for seniors scheduled to graduate in spring 2021 were waived. In addition, a student who did not have a score from the EOC exam but successfully completed (passing semester grades or the average of the two semester grades resulting in a yearlong passing grade) Algebra 1, Biology, Civics, Geometry, and/or U.S. History course by July 30, 2021, earned grades and credits based solely on student performance in the course. In the 2020-2021 school year, the 30% calculation was applied only when the yearlong grade or GPA were not negatively impacted.

For more information on concordant scores, reference the link to the chart in the section titled "Additional Graduation Information".

g. Awarding Yearlong Grades in State EOC Courses

When a student transfers from a Florida school district with a full credit in a state EOC course but takes the EOC assessment in Pasco County, when it is a benefit to the student, the school will reach out to the transferring county to request the yearlong grade be calculated as determined by the state and to provide an updated transcript with the new grade. In the event that

the transferring county will not calculate a yearlong grade in a state EOC course, the yearlong grade will be calculated by Pasco County. The yearlong grade will then be assigned to the prior school district.

B. High School Grading

1. Grade Point Averages (GPA)

a. Computation of an Unweighted GPA (F.S. 1003.437)

The unweighted GPA is used to meet the high school graduation GPA requirement. To properly compute an unweighted GPA, the following formula is used. Middle school students will earn a cumulative GPA for all high school courses in which they earn a grade. The GPA will become part of each student's high school records.

GPA	=	4 (# of A grades)
	+	3 (# of B grades)
	+	2 (# of C grades)
	+	1 (# of D grades)
	+	0 (# of F grades)
	÷	Total Number of Semester Grades

b. Computation of a Weighted GPA

Honors, Pre-Advanced Placement, Pre-International Baccalaureate/MYP, and Cambridge Pre-AICE receive quality points as follows per credit earned:

A	=	4.5
B	=	3.5
C	=	2.5
D	=	1.5
F	=	0

Advanced Placement, International Baccalaureate, Cambridge AICE and Dual Enrollment courses [F.S. 1007.271](#) receive quality points as follows per credit earned:

A	=	5
B	=	4
C	=	3
D	=	2
F	=	0

If a yearlong course is passed, and one of the semester grades is an F, then the final grade which is the average of the two semesters, will be doubled for GPA calculations. This applies to all grade point average calculations included in this section. All calculations are carried to the 5th decimal place and rounded to the 4th decimal place. Pass/fail grades are not calculated in the GPA calculation. This applies to all grade point average calculations included in this section.

c. Criteria for Participation in Interscholastic Activities

Interscholastic extracurricular activities are those organized student activities between, among or within schools that are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent that include, but are not limited to, sports, speech, debate, and fine arts interscholastic competitions or festivals and career and technical student organization activities [F.S. 1006.15(2)].

To be eligible to participate in interscholastic extracurricular student activities, a student must maintain an unweighted cumulative grade point average of 2.0000 or above on a 4.0000 scale, or its equivalent, in the courses required by F.S. 1006.15(3)(a). The required GPA for the 1st semester is checked on the 1st day of school, and eligibility cannot change after (per FHSAA). For 2nd semester, eligibility is checked on the 6th day of the second semester and cannot change after this date (per FHSAA).

d. Class Rank GPA for Standard Diploma Students

The class rank GPA:

All semester grades earned in all courses completed for high school credit, regardless of when taken, will be included in the Class Rank GPA. When full-year grades are issued in courses with State EOCs and/or out of state transfer credits these grades will be used in lieu of semester grades for Class Rank GPA calculations.

GPA will be carried out to the 5th decimal place and rounded to the 4th decimal place.

e. Graduation GPA

The achievement of a cumulative unweighted grade point average of 2.0000 on a 4.0000 scale is calculated for all courses taken for high school credit, unless replaced according to grade forgiveness policy.

f. Grade Replacement and Forgiveness

The GPA computation will be based on all courses taken by the student unless the grade has been forgiven by retake. Semester grades will be averaged for the GPA calculations. Any grade, C or higher, for a course repeated for credit (regular school, virtual school, ESY, or adult education) will replace the former grade in GPA calculation; however, all course outcomes will still be documented in the cumulative record and automated system. Grade forgiveness for all required courses will be limited to replacing a semester grade of D or F with a semester grade of C or higher earned subsequently in the same or comparable course. Grade forgiveness for elective courses shall be limited to replacing a semester grade of D or F with a semester grade of C or higher earned subsequently by retaking the same or comparable course or another course. In addition, all courses taken must be included in the GPA calculation unless the grade has been forgiven by retake [F.S. 1003.4282(5)].

The only exception to these grade replacement and 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, which are eligible for grade forgiveness [F.S. 1003.4282(5)].

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation [F.S. 1003.4282(5)]. All grades will be documented in the cumulative record. Only in very rare instances are students with grave extenuating circumstances able to retake a Dual Enrollment course a second time for grade replacement as determined by the state college or university. All grades will be documented in the cumulative record.

2. Grades and Grading

a. Grading Criteria Provided at the Beginning of the Grading Period

Students and parents/guardians will be advised of the grading criteria employed in the school and in each course at the beginning of the grading period. Students and parents/guardians are also to be advised of district-wide standards for promotion and graduation as applied to the student's grade placement. Grades will be based upon examinations as well as written papers, class participation, and other academic performance criteria.

b. State of Florida End-of-Course (EOC) Assessment*

The State of Florida offers EOC assessments in Algebra I, Geometry, U.S. History, and Biology I to any student who requests to sit for the exam. Students are not required to be enrolled or have been enrolled in a state EOC course in order to participate in the assessment. Students who earn a passing score will be awarded credit. Passing the Algebra 1 EOC or earning a comparative score on a state approved exam is required to earn a standard high school diploma.

The State of Florida requires students who enroll in Algebra I, Geometry, U.S. History, and Biology I to sit for the state EOC assessment. The grade from the state EOC assessment will count for 30% of a student’s final grade. The subject area grade for students required to take a state EOC assessment will be computed in the manner outlined below. For any yearlong course that requires a State EOC, the semester grades will be excluded from the GPA calculations regardless of whether the student takes the assessment. The grade will be awarded in the form of a year-long grade that is used for the GPA calculation. If a student enrolled in a state EOC assessed course does not earn a valid score on the State EOC as a result of invalidation or fails to take the EOC on any regular or makeup dates provided during the term the student is enrolled in the course, the student will have a 0% entered into the student information system as the student’s EOC grade for that course and the 0% will be applied as 30% of the yearlong course grade until the student sits for the EOC and produces a valid score.

*For the 2019-2020 and 2020-21 school years, Emergency Orders were issued because of the COVID pandemic. During the 2019-2020 school year, Algebra 1, Biology, Civics, Geometry, and U.S. History EOC assessments that were to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. For non-seniors who were enrolled in Algebra 1 (or an equivalent course) during spring 2020 and who were scheduled to take the Algebra 1 end-of-course (EOC) assessments, the requirement to participate in the Algebra 1 EOC was waived. However, these students were still required to meet the graduation requirement by passing the Algebra 1 EOC during a future administration or by earning the appropriate comparative score. These students may participate in any Algebra 1 EOC requirement but are not required to do so prior to using a comparative score. For these students who did not already have an EOC exam score for the 2019-2020 school year in any of the above mentioned EOC courses, the two semester course grades were counted in the academic history and GPA calculation since there was no 30% calculation. For these students, EOC participation and 30% final grade calculation requirements for these courses were permanently waived even if the student retakes the course and/or takes the EOC.

During the 2020-2021 school year, outstanding assessment requirements for seniors scheduled to graduate in spring 2021 were waived. In addition, a student who did not have a score from the EOC exam but successfully completed (passing semester grades or the average of the two semester grades resulting in a yearlong passing grade) Algebra 1, Biology, Civics, Geometry, and/or U.S. History course by July 30, 2021, earned grades and credits based solely on student performance in the course. In the 2020-2021 school year, the 30% calculation was applied only when the yearlong grade or GPA were not negatively impacted.

1. Grading calculation for Courses Assessed with a State of Florida EOC Assessment counting for 30% of their final course grade:

Course Length	Computing SEM 1 AVG	Computing SEM 2 AVG	Converted EOC Final Year Grade Based on Achievement Level*
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Yearlong	QTR 1 percentage grade x 50% + QTR 2 percentage grade x 50%	QTR 3 percentage grade x 50% + QTR 4 percentage grade x 50%	SEM 1 percentage grade x 35% + SEM 2 percentage grade x 35% + EOC x 30%
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Transfer students who have Geometry, United States History, or Biology credit on their transcript from outside of Pasco County Schools will not be required to participate in the State EOC for the corresponding subject unless the student takes a semester in Pasco County.

2. The following grading scale will be used for calculating the 30% State EOC component of the year-long grade in the student information system:

Achievement Level	EOC Converted Grade
5	100%
4	89%
3	79%
2	69%
1	59%

c. Grading Scale

The following scale will be used to determine report card grades for each quarter ([F.S. 1003.437](#)):

Grade	Percent Range	Definition
A	90 – 100	Outstanding Progress
B	80 – 89	Above Average Progress
C	70 – 79	Average Progress
D	60 – 69	Lowest Acceptable Progress
F	0 – 59	Failure

d. District Level Assessments

A student assessment that measures mastery of the standard(s) is required. For any course with content that is not aligned with a statewide or other approved assessment, the student will be expected to take a District Final that will account for 10% of the student’s semester grade in the semester in which they take the assessment. District Finals will be entered into the student information system as reported by the assessment platform. If a student is currently enrolled in a course that is aligned to a District Final and they have been enrolled in the course for at least 50% of the length of the course, they are required to take the District Final (unless otherwise exempt).

If a student does not meet the required length of enrollment in a course to take a District Final, it is up to the discretion of the teacher and administration of the school to determine what alternative will be given in lieu of the District Final for the course. Students enrolled in virtual (including APEX, Edmentum, and eSchool courses) or dual enrollment courses will not take District Finals. However, these students will complete assessments aligned to the course content and approved by the principal or designee.

Students enrolled in a course aligned to a District Final at the end of the 19-20 school year were not required to take a District Final. Since these students did not receive a District Final result, the second semester grade will be computed as the average of the quarter three and quarter four grade.

1. Grading Calculation in Courses NOT Assessed with a State of Florida EOC Assessment

Aligned Assessment	Course Length	Computing SEM 1 AVG	Computing SEM 2 AVG
No District Final	Semester/Year long	QTR 1 grade x 50% + QTR 2 grade x 50%	QTR 3 grade x 50% + QTR 4 grade x 50%
District Final	Yearlong	QTR 1 grade x 50% + QTR 2 grade x 50%	QTR 3 grade x 45% + QTR 4 grade x 45% + District Final x 10%
District Final	Semester	QTR 1 grade x 45% + QTR 2 grade x 45% + District Final x 10%	QTR 3 grade x 45% + QTR 4 grade x 45% + District Final x 10%

For both semester and yearlong high school courses that require a District Final, the semester grades for the course will be used for GPA calculations and credit earning decisions.

2. The following grading conversion will be used for the assignment of District Final grades in the student information system:

District Final % Correct	Achievement Band	District Final Converted Grade based on Achievement Band
80% - 100%	5	100%
60% - 79%	4	89%
40% - 59%	3	79%
20% - 39%	2	69%
0.01% - 19%	1	59%

If a student earns a 0% on a District Final, the student will have a 0% entered into the student information system as the student's District Final grade for that course (unless the principal approves that extenuating circumstances prevented the student from taking/completing the District Final).

e. Averaging Grades

A quarter or semester grade of an F may be averaged with a higher numerical value, not to exceed 59, when circumstances concerning the educational welfare of the student are warranted. The teacher, in collaboration with the principal, will make the final decision regarding grade changes, in accordance with grade change procedures. Documentation is required.

For all students, if a percentage grade is not available after good faith effort and the only available grade is a letter grade, the following scale will be used in order to assign a percentage grade (i.e., transfer, prior year grades, etc.).

A= 100%

B= 89%

C= 79%

D= 69%

F= 59%

f. Failing a Semester of a Full-Year Course - Receiving One-Half Credit [F.S. 1003.436(2)]

A student enrolled in a full-year course shall receive one-half (.5) credit if the student successfully completes the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade for the year.

g. Failing a Semester of a Full-Year Course - Receiving Full Credit [F.S. 1003.436(2)]

A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade. In the event that credit is awarded in the form of a year-long grade, the original semester grades will be excluded from the GPA calculation. The year-long grade will then be used in the GPA calculation. When a student is enrolled in an EOC course, consideration should be given to the impact of the EOC exam on the year-long grade. Refer to the chart in section 2 under Grades and Grading.

h. Report Card Grades and Attendance Reporting [F.S. 1003.33(1)]

Each district school board shall establish and publish policies requiring the content and regular issuance of student report cards for all elementary school, middle school, and high school students. These report cards must clearly depict and grade:

- a. The student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level. Students are to receive grades in all courses in which they are enrolled.
- b. The student's conduct and behavior.
- c. The student's attendance, including absences and tardiness.
- d. A student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

District school boards shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

i. Grades in Conduct

Grades in conduct are to reflect the student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students. Conduct implies the degree to which a student relates to others, to themselves, and to the environment in socially acceptable ways. Students are to receive grades in all courses in which they are enrolled in a secondary school. No student shall receive an unsatisfactory conduct grade without prior parental contact.

j. Changing a Grade

The teacher, in collaboration with the principal, will make the final decisions regarding grade changes, in accordance with grade change procedures. If the principal of a school feels it is necessary to change a student's grade in any subject due to an extenuating circumstance, the principal shall consult with the teacher who issued the original grade, give the reasons in writing for the necessary change to the teacher, and note the reason(s) in the student reporting system. If a change in grade is made, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents/guardians shall be notified of all such changes.

k. Adult Education Grade Replacement

High school students may enroll in an adult education course to replace a D or F earned in the traditional high school setting. In the event that a student fails both semesters of a course and retakes a semester of the course in adult education, and the two numerical grades average 60 or higher, the two semesters will be averaged to award a yearlong grade.

If the two numerical grades average 60 or higher, the student will receive a passing grade. Only courses with the same course code number may be averaged for a year-long grade. An exception would be in the case of the grade earned in a regular course being averaged with an advanced course, the resulting year-long grade will be assigned to the regular course code number.

l. Dual Enrollment Grade Replacement

Each Dual Enrollment articulation agreement outlines the guidance for grade replacement. Please refer to the specific articulation agreement for the institution's policies.

m. Grade Level Status [F.S. 1003.33(1)]

Each report card must include the student's performance or nonperformance at his or her grade level.

n. Grading English Language Learners

ELLs will be graded on the general education standards, benchmarks, and course content requirements; however, the instructor will provide accommodations for assignments, differentiation strategies, and instructional and assessment accommodations in order to provide comprehensible instruction at the learner's level of English acquisition and give the student the opportunity to learn content even with limited English proficiency.

English Language Learners will not receive unsatisfactory or failing grades if ESOL strategies and accommodations appropriate to the English proficiency level of the student have not been implemented and documented in lesson plans as required by the Florida Consent Decree. Additionally, ELLs will not receive unsatisfactory or failing grades based solely on lack of English language proficiency. In order to provide comprehensible instruction and give ELLs access to content and the opportunity to learn, the ELA, content area, and elective teachers will provide differentiated ESOL strategies, scaffolded assignments appropriate for the student's English language proficiency level, and instructional and assessment accommodations in accordance with the Florida Consent Decree.

3. Student Recognition for Honor Roll Status

a. Honor Roll Student Selection

1. School Quarter Honor Roll Determination

Schools may recognize students each quarter for academic achievement. Dual Enrollment, and FLVS courses do not earn quarter grades, and are therefore not available for inclusion in the determination of honor roll status for quarter grading periods. Pasco eSchool courses will be included in the Quarter Honor Roll. Quarter Honor Roll Recognitions will not be awarded to students who earn a quarter grade of D or F in any of their courses. If a school chooses to offer quarter honor roll the levels and rules of honor roll in sub section B below will apply.

2. School Semester Honor Roll Determination

All grades posted for the semester will be used in the honor roll calculation. Students enrolled in one or more courses through Pasco eSchool, FLVS or dual enrollment will be eligible for honor roll recognition provided that grades are received and entered into the student information system by the time report cards are issued for brick-and-mortar

courses. Students must have at least six (6) grades or a number of grades equivalent to three (3) credits (WKTHS/KRAI seven (7) grades or 3.5 credits, AAI eight (8) grades or 4 credits) or posted for the current semester or be a full-time dual enrollment student to be eligible for the semester honor roll designation. The levels and rules of honor roll in sub section B below will apply.

3. Superintendent Honor Roll Determination

A Superintendent Honor Roll designation will be awarded after final report cards are issued to students who meet the following criteria:

All grades issued must be an “A” for each quarter/semester or virtual course segment.

Students must have a minimum of six grades or a number of grades equivalent to three (3) credits posted or be a full-time dual enrollment student for each semester to be eligible.

Virtual or dual enrollment courses may be eligible for honor roll recognition provided that grades are received and entered into the student information system by the time report cards are issued for brick-and-mortar courses.

Transfer grades from other districts do not qualify.

Charter and Home Education students are not included.

b. Levels of Honor Roll

Schools will award honor status each semester to students who qualify for one of the following three levels of honor roll designations. Calculations will be carried to the 5th decimal place and rounded to the 4th decimal place. Schools awarding quarter honor roll should use the rules below when making their determinations. A student enrolled in a career dual enrollment course may not be eligible for honor roll if they have not completed the clock hour course at the time of recognition.

Straight A Honor Roll: Awarded to students who have an “A” in all of the courses completed during the semester, with grades documented in the student information system. Students must have a minimum of six grades or a number of grades equivalent to three (3) credits (WKTHS/KRAI seven (7) grades or 3.5 credits, AAI eight (8) grades or 4 credits) posted or be a full-time dual enrollment student for the current semester to be eligible.

A/B Honor Roll: Awarded to students who have an “A” or a “B” in all of the courses completed during the semester, with grades documented in the student information system. Students must have a minimum of six grades or a number of grades equivalent to three (3) credits (WKTHS/KRAI seven (7) grades or 3.5 credits, AAI eight (8) grades or 4 credits) posted or be a full-time dual enrollment student for the current semester to be eligible.

Honor Roll: Awarded to students with a semester weighted GPA at or above 3.2000 based on grades documented in the student information system. Students must have a minimum of six grades or a number of grades equivalent to three (3) credits (WKTHS/KRAI seven (7) grades or 3.5 credits, AAI eight (8) grades or 4 credits) posted or be a full-time dual enrollment student for the current semester to be eligible. Students cannot have earned a grade of D or F in any of their semester courses to be eligible.

4. Reporting Student Progress

a. Parent/Guardian Notification

Parents or guardians of each student will be notified annually of the progress of the student toward achieving the state and district identified minimum levels of performance in ELA, reading, writing, mathematics, science and social studies and the student’s results on each statewide assessment. Evaluation of each student’s progress will be based upon the student’s classroom work, observations, performance, tests, district and state assessments, response to intensive interventions, and other relevant information.

Parents or guardians must be notified when, during a reporting period, it is apparent that the student is failing or in danger of failing. In addition to report cards and progress reports, notifications may include letters, documented telephone calls, emails, the electronic grade book, or parent conferences. Every effort will be made to provide communication in the

child's/parent's home language. No student shall receive an unsatisfactory conduct grade if parents/guardians have not been notified. The following institutions shall report grades for students enrolled in their courses: Pasco eSchool, and Florida Virtual School (FLVS). Grades for Dual Enrollment and FLVS courses will not appear on the report card. Semester grades for Pasco eSchool courses will appear on the report cards issued at the conclusion of each semester. Students enrolled in online courses shall have their grades and progress reported electronically.

b. Supplemental Reporting Instruments

With the approval of the superintendent, or designee, schools may develop additional or supplementary reporting instruments, which may be used in conjunction with the standard report card.

c. Report Card Publication Schedule

Grades are reported to parents/guardians/students' grades K-12, via progress reports and report cards, four (4) to eight (8) times per school year. Virtual and Dual Enrollment courses have semester-based reporting periods.

C. High School Attendance

1. Instruction Requirement for Credit Earning (F.S. 1003.436)

A student must receive a minimum of 135 hours of instruction (120 hours if on block schedule) and have completed all course requirements as specified in the Student Progression Plan (SPP) and the approved course description before credit may be earned for the course. However, any student who has not been in attendance for 135 hours may be awarded credit if the student has demonstrated mastery of the course student performance standards. One-half (.5) credit courses will use one-half (.5) of the hours as specified for a one (1) credit course.

All high school students enrolled in the Pasco District school system are obligated to attend courses regularly, punctually, and satisfy all course requirements.

2. No Academic Exceptions Based on Attendance [F.S. 1003.33(2)]

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

3. Part-Time Students

Students enrolled in a Pasco County School are expected to be enrolled on a full-time basis. Part-time enrollments must be approved by the Assistant Superintendent and Chief Academic Officer. Full-time status is defined as six (6) courses/three (3) high school credits or by being enrolled as a full-time dual enrollment student. Seven (7) courses/three and half (3.5) credits are required per semester at WKTHS/KRAI. Eight (8) courses/four (4) credits are required at AAI.

Pasco County Schools may enroll a student who meets the regular school attendance criteria in s. 1003.01(16)(b)-(f) on a part-time basis, subject to space and availability according to the school's capacity determined pursuant to s. 1002.31(2)(b). The part-time student is not eligible for district and school recognition programs, graduation ceremonies, district and school extracurricular activities, class ranking, honor roll, or to attend classes at multiple brick and mortar campuses.

4. Withdrawal After Age 16

While a student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age, it is the goal of Pasco County Schools to promote and support students through graduation. If the student files a formal declaration of intent to terminate school enrollment with the district school board, school and district staff will review the request and provide counseling services to promote completion of high school graduation. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

5. Student Re-Enrollment: Board Policy

The Superintendent shall have the authority to assign a student aged 16 or above who has previously been withdrawn from school to adult education or an alternative educational program prior to returning to a regular high school. This assignment shall be based on the joint recommendation of the high school principal and a district level committee (directors of Student Support Programs & Services, and the Supervisor for Graduation Enhancement Program or designee). Factors to be considered include age of student, credits earned, discipline history, current attitude, and available transportation. Upon successful participation in the alternative placement, the student shall be eligible to return to their regular high school. Students who choose to attend voluntary programs at one of the education academies may transfer back to their zoned school at the semester to continue a traditional education program provided that the student is on track to graduate. Students who choose to attend

a voluntary program at one of the education academies will be considered a student at their zoned school for the purpose of senior activities and will be allowed to attend those activities provided they meet the same eligibility requirements as any other senior student.

* Please refer to the Student Code of Conduct for unexcused/excused absence, truancy and make-up work policies. Please refer to the Controlled Open Enrollment Plan for policies on school choice.

D. High School Graduation Information

1. Graduation Program Option Requirements for Students Entering Grade 9

For the most up to date FLDOE graduation flyer visit: <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

All students will receive information on the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post-secondary educational institutions [F.S. 1003.433].

2. Diploma and Certificate of Completion Options

a. Standard Diploma (F.S. 1003.4282)

To earn a standard diploma, students must earn the state and district prescribed credits through regular or access standards required for graduation, including those requiring State of Florida EOC exams. Students must pass the required Reading/ELA and Math tests as defined by their 9th grade cohort graduation plan. In addition, students must achieve a cumulative grade point average of 2.0000 on a 4.0000 scale. Refer to *Graduation Program Option Requirements for Students Entering Grade 9* for specific graduation information. Students may earn a Standard Diploma with a Scholar and/or Industry Scholar designation by meeting additional requirements also outlined in section V-D, 7.

1. Industry Certification and College Credit

Every attempt will be made to ensure a student earning a standard diploma has the opportunity to enroll in a course that provides the potential to earn an industry certification and/or college credit prior to graduation. Beginning in the 2020-21 school year, all juniors will have the opportunity to take an English Course through AP, AICE, DE or IB that will afford the potential to earn college credit.

b. Cambridge AICE Diploma

This diploma option is available at select schools in the district. Please refer to the [Pasco Pathways School Choice Catalog](#) for more information. Students who maintain a 2.0000 or higher unweighted cumulative GPA, meet all the State of Florida's assessment requirements, earn 24 credits under the following graduation plan, **and** complete specific AICE curriculum coursework including a successful score on AICE exams, are eligible to earn an AICE Diploma in addition to Florida's Standard Diploma. AICE curriculum coursework includes successful scores on a specified number of AICE Exams, as determined by Cambridge International.

AICE Graduation Plan:

Four English credits

Four Mathematics credits

One of which must be Pre-AICE Math 1 or equivalent and one of which must be Pre-AICE Math 2 or equivalent

Three Science credits

One of which must be Pre-AICE Biology or equivalent

Three Social Science credits

One of which must be AICE U.S. History AS Level or equivalent and one of which must be AICE Global Perspectives and Research AS Level

Two World Languages credits

Eight Elective credits

**AICE Diploma requirements do not include the following Standard Diploma credit requirements:

Economics with Financial Literacy

U.S. Government

Personal Financial Literacy

One Fine Arts credit

Health Opportunities through Physical Education (HOPE)

An AICE Diploma satisfies the requirements of a Standard Diploma.

Students who exit the Cambridge program must meet all state of Florida graduation requirements in order to earn a Standard Diploma.

AICE students may earn the Standard Diploma with a Scholar and/or Industry Scholar designation by meeting additional requirements as outlined in *Graduation Program Option Requirements for Students Entering Grade 9*.

c. International Baccalaureate Diploma

This diploma option is available at select schools in the district. Please follow the [Pasco Pathways School Choice catalog for more information](#). Students who successfully complete the IB curriculum including all requirements of the IB Core*, maintain a 2.0000 unweighted cumulative GPA, meet all the IB and State of Florida's assessment requirements and earn 24- credits under the following graduation plan requirements are eligible to earn an IB Diploma in addition to Florida's Standard Diploma.

IB Graduation Plan:**

Two Pre-IB elective credits (as determined by the school's course plan)

One IB elective credit

One IB Theory of Knowledge credit

Four English credits

Four Mathematics credits (plus the Algebra I credit prior to 9th grade)

Four Science credits

Four Social Science credits

Four World Language credits

*The IB Core includes the following:

Creativity-Action-Service

Extended Essay

Theory of Knowledge (as noted above)

**Courses and course sequence are those determined under the school's authorization with the International Baccalaureate Organization and taken face-to-face on the school campus.

IB Diploma requirements **do not** include the following Standard Diploma credit requirements:

Economics with Financial Literacy

U.S. Government

Personal Financial Literacy

One Fine Arts credit

Health Opportunities through Physical Education (HOPE)

An IB Diploma satisfies the requirements of a Standard Diploma.

Students who exit the IB program must meet all State of Florida graduation requirements in order to earn a Standard Diploma.

IB students may earn the Standard Diploma with a Scholar and/or Industry Scholar designation by meeting additional requirements as outlined in *Graduation Program Option Requirements for Students Entering Grade 9*.

d. College Placement Test Eligible Certificate of Completion [F.S. 1003.433(2)(b)]

Students who meet all requirements for a standard high school diploma except earning a passing score on state required assessments will be allowed, upon receipt of a *Certificate of Completion*, to take a standardized assessment approved by the

Florida Department of Education and be admitted to remedial or credit courses at a state community college. The transcript will reflect the designation “College Placement Test Eligible.” Students should be advised to contact the state community college to be informed of the opportunities available to them upon receiving the College Placement Test Eligible Certificate of Completion.

e. Certificate of Completion

A school district may award a certificate of completion to a student when the student earns the required 24 credits (s. 1003.4282, F.S.) or the required 18 credits under the ACCEL option (s. 1002.3(5), F.S.), but fails to pass the assessments required under s. 1008.22(3), F.S.

A student who is otherwise entitled to a certificate of completion may elect to enroll in adult education either as a full-time or part-time student for up to one additional year and receive special instruction designed to remedy the student’s identified deficiencies.

f. State of Florida High School Diploma (GED)

The State of Florida High School Diploma (GED) is a voluntary option through Adult Education for students who would have been seniors based on their cohort class, or that are age appropriate, or under unusual circumstances. Students 16 years and older may opt to transfer from high school and enroll in Adult Education to earn the State of Florida High School Diploma (GED). See the “Withdrawal After Age 16” section of the Student Progression Plan for additional information.

g. English Language Learners (ELLs) who by the end of grade 12 fail to pass the Grade 10 State ELA Assessment or alternative assessments for students that have been in the program for less than two years, (or upon transition to Florida Assessments, ELA Assessments), or EOC shall be provided appropriate programming as 5th year seniors.

3. Accelerated Graduation Options 1002.3105

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a diploma or increase the depth of study available for a particular subject. A student may choose to graduate in less than eight (8) semesters through either the 24 or 18 credit options.

As set forth in state law, students in grades 6-12 will be provided with information describing graduation options, including the respective curriculum requirements for each option annually. A student, with parental or guardian consent, may select one of the graduation options at any time during grades 9-12. If the student is eighteen (18) years of age or older, the student may select the accelerated high school graduation option with or without the written consent of his/her parent or guardian.

An acceleration plan must specify the student’s proposed program of study for each semester with the anticipated graduation date. A copy must be filed in the student’s cumulative record with the student’s Senior Graduation Plan. Additional credits for acceleration may be earned through Dual Enrollment, Advanced Placement, Cambridge, IB, Credit Acceleration Program (CAP), Pasco eSchool, Florida Virtual School courses or other recognized accredited programs.

Students who choose the accelerated option must remain enrolled full time which equates to 3 high school credits per semester or 6 courses per semester or enrolled as a full time dual enrollment student (WKTHS and KRAI 7 courses and 3.5 credits are required for full time status per semester, at AAI 8 courses and 4 credits are required for full time status per semester) regardless of the number of credits earned towards graduation.

4. Career and Technical Education (CTE) Course Substitutions to Fulfill Graduation Requirements

a. Job Preparatory Program Substitutions:

Any student in grades 9-12 who enrolls in, and satisfactorily completes, a selected job preparatory program may substitute credit for a portion of the required four (4) credits in English, four (4) credits in mathematics, and three (3) credits in science. The credit substituted for English, mathematics, or science earned through the career and technical education job preparatory program shall be on a curriculum equivalency basis. Career and technical course substitutions shall not exceed two (2) credits

in each subject area. In addition, a program that has been used to substitute in one subject area may not be used to substitute for any other subject area.

b. Industry Certification Course Substitutions (F.S. 1003.4282)

Beginning with students entering grade 9 in the 2013-2014 school year, upon successful attainment of a qualifying industry certification, students would be eligible for substitution credit in mathematics and/or science. Industry Certifications that lead to college credit may substitute up to 2 math credits but NOT for Algebra 1 or Geometry. Industry Certifications that lead to college credit may substitute up to 1 Science credit but NOT for Biology 1. One qualifying industry certification attainment equates to one substitution credit. A student would need to earn three distinct industry certifications to earn the maximum three substitution credits.

Career and technical education courses may be modified for students with disabilities pursuing a standard diploma via Access Points [SBE 6A-6.0312(2)]. Modifications to the basic course shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards, which a student must master to earn credit must be specified on the student’s IEP. Modified career and technical education courses may be used to meet the requirements of a standard diploma via access points.

5. High School Credit Earned Prior to entering Grade 9

A course designated in the Course Code Directory as grade 9 through 12, which is taken prior to entering grade 9, may be used to satisfy high school graduation requirements or Florida Bright Futures Scholarship Program. These courses will be flagged with a “9” and will count in the student’s cumulative GPA.

6. Recognition and Designation for Standard Diploma Students

Graduating standard diploma students will receive Cum Laude status and recognition, as determined by the weighted Class Rank GPA based on the following levels of achievement:

Cum Laude 3.2000 - 3.7999

Magna Cum Laude 3.8000 - 4.1999

Summa Cum Laude 4.2000+

All calculations will be calculated to the 5th decimal place and rounded to 4th decimal place at the end of the 7th semester (or its equivalent for 18-Credit/3-Year students).

Graduation Ceremonies

Summa Cum Laude, Magna Cum Laude and Cum Laude students will be recognized upon graduation. The following methods may be used: cords, medallions, diploma seals, highlighting the names in the program. Recognition of honor societies is optional.

Valedictorian and Salutatorian for Standard Diploma Students

a. Membership Requirement in Graduation Class for Valedictorian and Salutatorian

Membership in a graduation class will be determined by the selection of a diploma option and progress toward the diploma option. To be considered for valedictorian or salutatorian:

A standard diploma student (18- or 24- Credit Diploma Options) must meet the minimum full-time enrollment criteria for their school (6 courses/3 credits) in the same Pasco County high school during each of the last four semesters prior to graduation*,

*7 courses/3.5 credits are required each semester at WKTHS and KRAI to be considered full-time. 8 courses/4 credits are required each semester at AAI. Full-time dual enrollment students meet the full-time enrollment criteria.

and

24-Credit Diploma Option students must have been a member of the graduating class in the same school for each of the four semesters prior to graduation,

or

18-Credit Diploma Option students must have been a member of the graduating class in the same school for each of the four semesters prior to graduation, have been working from an acceleration plan and be on track for graduation.

b. Valedictorian*

The valedictorian will be the student who meets the membership requirements as identified above and has the highest weighted local class rank grade point average (GPA) as determined after the completion of the 7th semester freeze.

Full-time Dual Enrollment students and students on school approved Acceleration Plans will be eligible for this recognition if they are included in the class rank and meet the membership requirements.

In calculating the valedictorian for the graduating class, the student with the highest weighted GPA after seven semesters will be the valedictorian. In the event that a 3-Year graduation plan student has the same or higher weighted GPA as the 4-Year graduation plan student, the student(s) will be classified as co-valedictorian(s).

c. Salutatorian*

The salutatorian will be the student who meets the membership requirements as identified above and has the second highest weighted local class rank grade point average (GPA) as determined after the completion of the 7th semester freeze.

Full-time Dual Enrollment students and students on school-approved Acceleration Plans will be eligible for this recognition if they are included in the class rank and meet the membership requirements.

In calculating the salutatorian for the graduating class, the second highest weighted GPA after 7 semesters will be the salutatorian. In the event that a 3-Year graduation plan student has the same or higher weighted GPA as the 4-Year graduation plan student, the students will be classified as co-salutatorians.

*If a student who is receiving the recognition of Valedictorian or Salutatorian is the sole earner of this recognition and is not on track to graduate by the deadline date the school set to inform students and parents or guardians of students who will not graduate, the recognition will be moved to the next student with the next highest weighted GPA based on the 7th semester freeze.

d. Tied Ranks

In the event of tied ranks for valedictorian and/or salutatorian, the principal shall award co- valedictorian and/or co-salutatorian positions.

e. Weighted Class Rank GPA

Refer to section V-B (1).

f. IB and AICE Valedictorian and Salutatorian

The International Baccalaureate and Cambridge AICE programs will designate their own valedictorian and salutatorian based on the Class Rank GPA, of its members whose membership in the IB and AICE program meet the criteria outlined in section V-D(6)(a) Membership Requirement.

The Class Rank calculation for the IB and AICE program will be a district-wide class rank based on the total senior graduating class for the school district of Pasco County using the ranking criteria in section V- B (1).

7. Designation Options

a. Scholar Designation*

Requirements for earning the Scholar Designation can be found in the section titled **Graduation Program Option Requirements for Students Entering Grade 9.**

*Students receiving an EOC waiver(s) to meet the Algebra 1 EOC and/or the State ELA assessment Grade 10 graduation requirement(s) are not eligible for Scholar Designation.

b. Industry Scholar Designation: In addition to meeting the standard high school diploma requirements, a student may earn the designation of Industry by attaining one or more industry certifications from the list established (per s. [1003.492, F.S.](#)).

c. Florida Seal of Biliteracy

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma.

Criteria to earn the silver seal:

Has earned four (4) world language course credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale; * **OR**

Has earned a score or performance level on any of the examinations found on the chart shown below **OR** for languages which are not tested on the nationally recognized examinations, listed in the chart shown below, students may demonstrate language proficiency through maintenance of a portfolio of language performance at the Intermediate Mid-level or higher based on the ACTFL Proficiency Guidelines of 2012 in the modes of communication appropriate for that language.

Criteria to earn the gold seal:

1. Has earned four (4) world language course credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale and a Level 4 or higher on the Grade 10 English Language Arts (ELA) State Assessment*

OR

Has earned a score or performance level on any of the examinations found on the chart below **OR**

For languages which are not tested on the nationally recognized examinations, listed in the chart below, students may demonstrate language proficiency through maintenance of a portfolio of language performance, at the Advanced Low level or higher based on the ACTFL Proficiency Guidelines of 2012 in the modes of communication appropriate for that language.

Seal of Biliteracy: Minimum Scores of Performance Levels: Nationally recognized examinations and the performance levels

Examination	Score or Performance Level Silver Biliteracy	Score or Performance Level Gold Seal of Biliteracy
SAT Subject Test	600 or higher	700 or higher
College Level Examination Program (CLEP) Level 1 Language Exam	Spanish 50-62 French 50-58 German 50-59	Spanish 63 or higher French 59 or higher German 60 or higher
International Baccalaureate Language Exam	4 or higher	5 or higher
Advanced Placement Language Exam	3 or higher	4 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D, or E	A, B, C, D
American Sign Language Proficiency Interview: American Sign Language (SLPI: ASL)	3 or higher	4 or higher
Examination	Score or Performance Level	Score or Performance Level Gold Seal of Biliteracy
Sign Language Proficiency Interview: American Sign Language (SLPI: ASL)	Intermediate Plus or higher	Advance Plus or Higher
American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Intermediate Med or Higher	Advanced Low or Higher
ACTFL Oral Proficiency Interview (OPI)	Intermediate Med or Higher	Advanced Low or Higher
Standards-based Measurement of Proficiency for Grade 7 – Adult (STAMP4S)	Intermediate Mid or Higher	Advanced Low or Higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	1-2 or higher	1-5 or higher

The Seal of Biliteracy counting for acceleration for school grade calculations is not applicable currently.

Note: A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set forth in subparagraph (3)(a)2. for the Silver Seal of Biliteracy.

*The 3.0 unweighted GPA applies to the four world language courses only.

d. Florida Seal of Fine Arts Program

Pursuant to Section 1003.4321, Florida Statutes, beginning with the 2024-2025 school year, the Florida Seal of Fine Arts shall be awarded to a high school student who has earned a standard high school diploma; successfully completed at least three year-long courses in dance, music, theatre, or the visual arts with a grade of “A” or higher in each course or earned three sequential course credits in such courses with a grade of “A” or higher in each course; and meets a minimum of two of the following requirements:

1. Successfully completes a fine arts International Baccalaureate, advanced placement, dual enrollment or honors course in the subjects listed in the paragraph above with a grade of “B” or higher.
2. Participates in a district or statewide organization’s juried event as a selected student participant for 2 or more years.
3. Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences.
4. Meets the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts.
5. Receives district, state or national recognition for the creation and submission of an original work of art. The term “work of art” means a musical or theatrical composition, visual artwork, or choreographed routine or performance.

8. Graduation Ceremonies

a. Requirements for Participation*

Students must satisfy state and district graduation requirements prior to the senior notification deadline set forth in the district Student/Teacher Calendar to participate in graduation ceremonies.

Students pursuing the 18- or 24- credit option who are enrolled in a course that requires them to sit for a State EOC and who meet all other graduation requirements, may participate in regular high school or adult education graduation ceremonies but

will not receive their high school diploma until scores are received and final grades can be calculated. At that time, a high school diploma will be awarded, if appropriate.

Students pursuing the 18- or 24 - credit option who meet all graduation requirements with the exception of the 10th grade State ELA Assessment, and/or the Algebra 1 EOC, may participate in regular high school or adult education graduation ceremonies and will earn a CPT eligible Certificate of Completion. *

Students pursuing the 18- or 24 - credit option who meet credit and testing requirements, but do not meet minimum GPA requirements for graduation are not eligible to participate in regular high school or adult education graduation ceremonies.

Students pursuing the 18- or 24 - credit option who do not meet minimum credit requirements are not eligible to participate in graduation ceremonies. Students who are not eligible for ESE services and who have completed four years of high school will be referred to adult education to complete all graduation requirements to earn a standard diploma.

9. Graduation Plan

A written graduation plan will be completed and discussed with each potential graduate during the first quarter of the year they plan to graduate. A potential graduate is defined as a student, in the current graduation cohort, with 16 credits who is able to complete all graduation requirements prior to the beginning of the next school year. Students who plan to graduate earlier than their standard 4-year graduation date must complete an Acceleration Plan prior to the new graduation date.

Students who meet the following ACCEL qualifications may graduate with a Standard Diploma. For students to take advantage of this option, schools must have a graduation plan on file.

- a. Earn three elective credits
- b. Physical education is not required.
- c. All other 9th grade graduation requirements for a 24-credit standard diploma must be met ([per F.S. 1003.4282\(3\)\(a\)-\(e\)](#))

10. Additional Graduation Information

a. 24-Credit/4-Year Standard Diploma

World Language: Students who intend to pursue a 4-Year college/university education should earn two sequential high school credits in the same world language.

Course substitution options for a student to satisfy the physical education and fine arts credit requirements.

Participation in an interscholastic sport for two full seasons will waive the one credit physical education.

Completion of one semester with a grade of “C” or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity or in a dance class will waive one-half credit in a physical education activity course or one-half credit in performing arts. This half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

Completion of two years in a Reserve Officer Training Corps class (including a significant component of drills) will waive the one credit requirement in physical education and the one credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement; in high schools without the option for Health Opportunities through Physical Education (HOPE).

Voluntary Service Credit: Students may earn a maximum of one-half (.5) credit as a social studies elective and one-half (.5) credit non-categorical elective (Voluntary Public Service 0500370) for completion of non- paid voluntary community or school service work. Students who choose to enroll in these courses must complete a minimum of 75 hours of service in either category.

Graduation GPA: All courses must be included in the unweighted GPA calculation unless the grade has been forgiven or replaced. Semester grades will be averaged for the unweighted GPA calculation [[F.S. 1003.4282 \(5\)](#)].

GPA Calculation: If a yearlong course is passed, and one of the semester grades is an F, then the final grade which is the average of the two semesters, will be doubled for GPA calculations.

Concordant/Comparative Scores by Graduation Year:

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for required assessment graduation requirements and concordant/comparative scores.

Alternative Assessment Graduation Pathway for ESOL Students:

Refer to [Guidelines for Alternative Assessment Graduation Pathways for ESOL Students](#) for additional information.

b. Selecting a Graduation Option

Prior to changing a graduation option or selecting an 18-credit option, the following requirements must be met: Students in grades 6-12 will be provided annually with information describing the 3-year and 4-year graduation options, including the respective curriculum requirements. A student, with parent or guardian consent, may complete selection of one of the graduation options at any time during grades 9-12. If the student is eighteen (18) years of age or older, the student may select the accelerated high school graduation option with or without the written consent of his/her parent or guardian.

c. Alternative High School Diploma Options

1. Graduate 24/7

The Graduate 24/7 Program serves as an opportunity for junior and senior students who are not meeting graduation requirements or are considered "off track" due to credit deficiencies or academic setbacks to earn their high school diploma. Students transferred to this program will be withdrawn from their referring high school using the W26 – WD Withdrawing to an Adult Ed Program (prior to completing grad reqs).

(a) Eligibility

Students seeking enrollment in the Graduate 24/7 Program undergo a review process by the most recently enrolled high school's student support team, along with oversight from the District Student Services team. This review ensures that students meet the criteria for participation in the program.

(b) Program Completion

Upon successful completion of graduation requirements, as outlined in section V – D – GRADUATION INFORMATION, students are eligible to receive their high school diploma. The diploma is issued by the referring high school. On-time Graduate 24/7 Program completers have the opportunity to return to their referring high school to participate in graduation activities with their cohort.

(c) Continued Enrollment and Diploma Seeking

Students who do not complete graduation requirements prior to their cohort's completion deadline can continue their enrollment in the Graduate 24/7 Program as "diploma only" seeking students. These students remain eligible to receive a diploma from the referring high school if they maintain continuous enrollment in the program and fulfill the requirements within two years of their cohort's completion deadline.

(c) Special Consideration Process

Students who do not meet the initial enrollment criteria but wish to request special consideration have the opportunity to work with the student support team at the referring high school. Through this process, students can submit a request for further consideration, providing them with an avenue to address individual circumstances and potential barriers to enrollment.

2. Underage GED Pathways

The Underage GED Pathways program is designed for a student who can complete the curriculum and pass the GED, therefore graduating, within a semester's time. Any student requiring a longer instructional period should be referred to additional adult education GED and/or adult basic education courses.

The candidate must complete a career planning conference with the Adult Education School Counselor and/or administrator with the parent/guardian in attendance. Career planning shall include, but not be limited to:

- a. Reviewing the educational and/or career plans of the candidate.
- b. Assessing the academic and elective course history and achievement of the candidate.
- c. Assessing the interests and aptitudes of the candidate in relation to his/her educational and career plans.

See the "Withdrawal After Age 16" section of the Student Progression Plan for more information.

11. Honorary Diplomas

A principal may recommend a student to the School Board to be awarded an honorary high school diploma. To be considered, a student must have been enrolled at the high school and it is not feasible for the student to complete all graduation requirements, yet the principal believes that the student has made significant contributions to the school and student body. The diploma will be awarded the year the student's 9th-grade cohort graduates. A student receiving an honorary diploma may participate in the graduation ceremonies.

12. Level 1 Courses and Graduation Credit

Level 1 courses in the FLDOE State Course Code Directory will only count towards the high school graduation requirements if they are included in the student's IEP or PMP. If the parent or guardian refuses placement of the student in a Level 1 course, the parent or guardian will sign a waiver of the placement, and the student will be placed in a Level 2 course. Documentation of the waiver will be maintained in the student's cumulative file, and the parent or guardian will receive documentation of the recommendation for placement and the waiver of placement.

Individual Educational Plan (IEP) procedures will be followed for exceptional education students.

13. Meeting the Graduation Grade Point Average Requirement

To meet the graduation grade point average of 2.0000 (unweighted), a student may replace or recover credit according to Pasco County Schools policies.

E. High School Alternative Curriculum Options

1. Advanced Placement (AP) [F.S. 1007.27(6)]

The College Board administers the AP Program. A post-secondary institution may award post-secondary credit for an AP course to students who score a minimum of three (3) with a maximum of five (5) on the corresponding AP examination. Students enrolled in AP courses shall be exempt from the payment of any fees for administration of the examination regardless of whether the student achieves a passing score on the examination.

2. International Baccalaureate (IB) [F.S. 1007.27(7)]

The International Baccalaureate Organization administers the IB program. A post-secondary institution may award post-secondary credit for success in an IB course. Students enrolled in IB courses shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.

3. Cambridge Advanced International Certificate of Education (AICE) Diploma Programs [F.S. 1007.27(8)]

The Cambridge AICE programs are administered by Cambridge University. A post-secondary institution may award post-secondary credit for success in an AICE course. Students enrolled in AICE courses shall be exempt from the payment of any fees for administration of the examination regardless of whether the student achieves a passing score on the examination.

4. Correspondence Course Credits

Students seeking to earn high school credit for correspondence courses must follow the pre-approval process beginning with submission of the request to their principal or designee. The courses must parallel the State Course Code Directory, Curriculum Frameworks, and Performance Standards. The exception to these guidelines shall be applied to a migrant student who may earn a total of four high school credits through PASS/FL (Portable Assisted Study Sequence/Florida) semi-independent correspondence course program.

5. Credit by Examination

a. Post-Secondary institutions (F.S. 1007.27)

Post-secondary credit may be earned based on the receipt of a specified minimum score on nationally standardized general or subject area examination. Minimum scores required for an award of credit are stated in the statewide articulation agreement. The examination will be administered at no charge or fee to a senior of Pasco County Schools.

b. Credit Acceleration Program (F.S. 1003.4295)

A school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance as defined in F.S. 1008.22(3)(c)5, on the corresponding statewide, standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment.

c. College Level Examination Program (CLEP)/Advanced Placement (AP) examination in a state approved course of study

If a student attains such score on an AP examination or CLEP examination, the school district will award course credit to the student without requiring the student to be enrolled in or to complete the course. Courses eligible for CLEP examinations have been listed by course title and the applicable subject codes in the Florida Course Code Directory in the year the credit was earned.

6. Career and Technical Education Programs

The Career and Technical Education Department, under the Division of Workforce Education, is responsible for developing educational programs that will prepare individuals for the occupations that are important to Florida's economic development. With partners from education, business, industry, and trade associations, this initiative will align workforce education programs with skill requirements for the local and global economy.

High school career and technical programs are designed to provide exposure to occupational opportunities, job specific skills and employability skills.

7. Career Academies (F.S. 1003.491)

a. A career and professional academy is a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board. Career and professional academies shall be offered by public schools and school districts. Students completing career and professional academy programs must receive a standard high school diploma, the highest available industry certification, and opportunities to earn post-secondary credit if the academy partners with a post-secondary institution approved to operate in the state.

Career and professional academies must provide a rigorous standards-based academic curriculum integrated with a career curriculum. The curriculum must take into consideration multiple styles of student learning; promote learning by doing through application and adaptation; maximize relevance of the subject matter; enhance each student's capacity to excel; and include an emphasis on work habits and work ethics.

b. Career Academies will be offered to a limited cohort of students working with business partners and local community partners to provide an integrated approach within a rigorous and relevant curriculum focused on research-based best instructional practices. In addition, the District will offer a Certified Career Academy that offers the highest level of industry certification recognized by the state.

8. Graduation Enhancement (Dropout Prevention) Program (GEP)

The GEP is comprised of a series of educational support programs, including credit recovery, specifically designed to address the academic needs of at-risk students identified as off-track for graduation. Graduation requirements for students in graduation enhancement programs are identical to the requirements for other students in grades 9-12. These programs are currently implemented in all of the District's secondary schools and educational centers. Formal GEPs include:

a. Student Support and Assistance Plan Program (SSAP)

The SSAP program is based on the underlying concept that all children can learn and that environments conducive to learning can stimulate student success. Students receive direct instruction under the supervision of classroom teachers. The case manager will provide ancillary services to support students in the classroom. The graduation enhancement program teacher will function as case manager for the students.

1. Specific Student Eligibility Criteria

Students identified as at risk or off track using one or more of the following indicators:

- a. Grade point average (current or cumulative) below 2.0
- b. Failing two or more subject areas within one school year.
- c. History of one or more retentions.
- d. More than 10% absentee rate, record of truancy, or frequent tardiness.
- e. Does not meet the state or district proficiency levels in reading, mathematics, science, or writing.

b. High School Credit Recovery Program (CRP)

The CRP is designed for students identified as off track or highly off track, whose kindergarten cohort is currently in grade 9-12.

1. Admissions

- a. The student must have earned a D or F in the courses in which he or she is seeking a credit replacement. Replacing a D grade through credit recovery is only an option if the student's cumulative GPA is below a 2.5. Priority will be given to students whose GPA is below 2.0. Admission may also be considered for students moving

in from out-of-state with credit deficiencies, with approval from the Program Coordinator over School Counseling.

- b. Student and parent or guardian must sign the Credit Recovery Agreement.
- c. School officials may conduct conferences with eligible students and parents or guardians.

2. Instruction Time

All courses offered through the Credit Recovery Program will be delivered virtually via district-approved courseware, which may include but is not limited to Credit Recovery private vendor, Pasco eSchool or FLVS. Access to courseware will be provided at the school's designated eLab.

3. NCAA

The credits earned through the credit recovery program will count towards completion of high school graduation requirements. However, college-bound student athletes must take the non-prescriptive/full credit recovery course to fulfill NCAA requirements. These students must not opt-out of module work and must complete all course assignments. It is the responsibility of the student athletes and parent or guardian to contact the NCAA Eligibility Center for additional information.

4. Academic Coaching Component

Students will receive direct support from the Graduation Enhancement Teacher (SSAP Program). The Graduation Enhancement Teacher will monitor students' academic performance and attendance, communicate with parents or guardians, and assist students with post-academic or secondary placement plans.

c. Support Our Students (SOS) Program

The SOS Program has been developed in response to the increasing number of secondary students who are not experiencing academic success in the traditional school setting.

1. Specific Student Eligibility Criteria:

Priority will be given to 12th grade students targeted as "off-track" who can be best served in the SOS classes. After seniors have been given priority placement, remaining slots may be filled with junior class members who meet SOS eligibility criteria. To be eligible, a student must meet one or more of the following criteria:

- a. GPA (current or cumulative) below 2.0
- b. Failing two or more subject areas within one school year
- c. History of one or more retentions
- d. More than a 10% absentee rate, record of truancy or frequent tardiness
- e. Does not meet state or district proficiency levels in reading, mathematics, science or writing.
- f. 17+ years-old

2. Student Admission Procedures

Admission into the SOS Program will be based on the above eligibility criteria. Students will be prioritized for program placements according to need. Eligible students will be admitted to the program by the following procedures:

- a. Students will be interviewed to determine their interest and commitment to the program.
- b. Students will be counseled regarding their current academic standing and program requirements.
- c. The Graduation Enhancement Teacher, school counselor, and administration will determine placement in the SOS program.
- d. When a student is determined eligible, a student with a parent/guardian, or a student only conference (if student is 18 years), shall be held. A letter of notification containing a permission agreement must be sent to the parent or guardian for signature of approval; this must be documented.
- e. The student will be scheduled into the SOS Program. If the program is full, the student will be placed on a waiting list.

d. Teenage Parent Program

Pasco's Teen Parent Program provides a voluntary educational program and childcare for students who are pregnant or are parents. The teen parent program includes high school coursework, including advanced courses, courses and activities in childcare, parenting, and pre and postnatal health. Parents in this program may choose to participate in the Teen Parent Program offerings, including child development in the daycare setting.

The Teen Parent Program is designed to serve students from grades seven through twelve. Students in grade six and lower may be deemed eligible for the Teen Parent Program but will require case-by-case consideration. A meeting will be held with school administrators, parents, student services team (counselor, social worker, nurse), graduation enhancement teacher, and program supervisor to determine appropriate educational alternative and services. Local agencies that offer support services to teen parents and their families will be invited as appropriate.

There are four options for teen parents:

Option 1 –Teen Parent Program (Cysis Centers).

Option 2 –Pasco eSchool.

Option 3 –remaining at their zoned school.

Option 4- interested in attending middle school campuses that are in proximity to Teen Parent Program Cysis Center Sites.

Note: Childcare will be provided on campuses with Cysis Centers during its normal operating hours. Daycare services are not offered through the Cysis Centers as funding only covers Cysis enrolled students.

e. East and West Pasco Education Academies

East Pasco and West Pasco Education Academies are educational programs that provide a positive, intensive behavior change program staffed with a full-time Student Services Support team that targets teaching coping and social emotional skills and assists students in developing a positive attitude toward learning, the school environment, school staff, and their peers.

The East Pasco and West Pasco Education Academies offer an integrated academic program, with computer-assisted skills remediation and a community experience component to assist students who have fallen behind to take the steps to move them towards completion of a standard high school diploma.

Students may be placed in an Education Academy for one or more of the following reasons:

- 1.** Behavior: Students who have demonstrated a pattern of problematic behavior that has not improved with a continuum of positive intervention strategies. Placements may occur after consultation with the Director of Student Services or the Director of Exceptional Education or the Supervisor of Graduation Enhancement Program.
- 2.** Eighth Grade Recovery Program: Grade 8 students who did not meet the criteria for promotion to grade 9 due to failing grades and were recommended for retention. These students work on course recovery to meet middle school promotion requirements and also take high school classes for credit. Students placed for course recovery may only participate in extracurricular activities at their grade level if they meet eligibility requirements.
- 3.** Credit Recovery: At risk high school students with credit deficiencies who need to complete high school credit requirements in a graduation enhancement setting.
- 4.** Department of Juvenile Justice (DJJ) Transition Students: Students transitioning back from DJJ commitment programs. These students may be assigned based on a review of their individual program needs through our transition coordinator.
- 5.** Students entering from Out-Of-County Alternative Programs: New students entering from out-of- county alternative programs. These students are assigned based on a review of their individual program needs through our transition coordinator, Director of the office for Student Support Programs and Services, Division for Student Services or designee.

f. Department of Juvenile Justice (DJJ) Programs

DJJ programs are provided at the Pasco Regional Juvenile Detention Center, Central Pasco Girls Academy, and PACE for Girls - Pasco. Adjudicated students participate in courses to maintain their educational status until they have been released from the facility and are ready to reenter their zoned school. Qualifying students will have the opportunity to earn a State of Florida High School Diploma through the GED Exit Option prior to release with any associated fees waived. Students committed to DJJ facilities will participate in all required statewide assessment testing. Educational programs operate on a 12-month basis, 240 days yearly with no more than ten days of those days being used for teacher planning. PACE operates a 230-day calendar.

9. Dual Enrollment (F.S. 1007.22, 1007.24, 1007.25, 1007.271, and 1007.272)

Dual Enrollment is defined as the enrollment of an eligible secondary student in a post-secondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree [F.S. 1007.271(1)]. Each Dual Enrollment articulation agreement outlines the guidance for eligibility, enrollment, registration, etc. The articulation agreement with Pasco Hernando State College is the primary mechanism for dual enrollment for Pasco County Schools. Enrollment with other institutions with which the district has an articulation agreement will be considered if the course is unavailable at PHSC. Requests for enrollment at other institutions must be approved by the Principal and Chief Academic Officer. Please refer to the specific articulation agreement for the institution's policies.

a. Career Dual Enrollment

This shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career Dual Enrollment shall be available for secondary students seeking a degree or certification from a complete career-preparatory program but shall not be used to enroll students in isolated career courses [F.S. 1007.271(4)]. Each Dual Enrollment articulation agreement outlines the guidance for eligibility, enrollment, registration, etc. Please refer to the specific articulation agreement for the institution's policies.

10. Full-Time Dual Enrollment

Full-time Dual Enrollment allows eligible secondary students to enroll full-time in a post-secondary institution that has an approved Dual Enrollment contractual agreement with Pasco County Schools in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. These students are not required to secure Superintendent or School Board approval and are not withdrawn from Pasco County Schools. These students are eligible for valedictorian, salutatorian and *cum laude* recognition.

In all cases a student must meet all state and district course and graduation requirements. Full-time Dual Enrollment students must meet the full-time student status at the college level (12 hours per semester).

11. Early College

The Early College Program (ECP) is a structured high school acceleration program in which students are enrolled in postsecondary courses toward an associate degree while simultaneously earning their high school diploma. This program will begin in 9th grade with students enrolling in some Dual Enrollment (DE) coursework in combination with high school classes. By 11th grade, Early College students will be taking DE coursework fulltime through a variety of modalities such as on campus at FHS or ZHS, virtually via Pasco eSchool and at PHSC (on campus and/or online). Students will collaborate with their counselor to design pathways that will best meet their post-secondary aspirations with the goal of earning an AA degree by graduation. The PHSC Early College articulation agreement outlines the guidance specific to the Early College Program.

12. Home Education

A Home Education program is the sequentially progressive instruction of a student directed by his or her parent or guardian to satisfy the attendance requirement of F.S. 1002.01, 1002.41, 1003.01(~~43~~), and 1003.21(1). A Home Education program is the sequentially progressive instruction of a student directed by his or her parent or guardian in order to satisfy the attendance requirement of F.S. 1002.01, 1002.41, 1003.01(~~43~~), and 1003.21(1).

a. Home Education programs must meet the following registration and compliance requirements:

1. Parents or guardians must register Home Education students with Pasco County Schools within 30 days of the establishment of the Home Education program.
2. Parents or guardians must provide written notice of termination to the Pasco County Schools within 30 days of the termination of a Home Education program.
3. Parents or guardians must maintain a portfolio of records, educational activities and materials. Portfolios are to be preserved for two (2) years and shall be made available for the district school superintendent, or the district school superintendent's designee, upon 15 days' written notice. A four to six-week screening period will be allowed from the time of enrollment in order assist with placement adjustments.
4. Parents or guardians shall provide for annual educational evaluations documenting that the student's educational progress is at a level commensurate with his or her ability.
5. A Home Education program shall be excluded from meeting the requirements of a school day.

Home education students must follow all the rules set forth in Florida Statute [1002.41](#), even if the student is participating in virtual curriculum.

To graduate from a Pasco County School, students must have earned 6 credits from a Pasco County school. The student must enroll full time in their zoned high school no later than the first day of the last semester prior to graduation. If enrolling in Pasco eSchool, the student must enroll during the Fall enrollment window.

b. Extra-Curricular Activities

Students enrolled in Home Education and virtual programs who participate in extracurricular and co-curricular activities may be required to enroll in the specific course required at their zoned high school. All students are subject to established criteria for participation.

Students may participate in Pasco County Schools interscholastic extra-curricular student activities at their zoned school. Students must meet the requirements of the Florida High School Athletics Association (FHSAA) and the Florida School Music Association (FSMA) for participation.

c. FLVS Full-Time Enrollment

Students electing to enroll in FLVS Full Time School (6 courses per semester) will be withdrawn from the district. Students electing to enroll in the FLVS part time (or "classic") program for a full class schedule of 6 courses will be required to register with the District as a Home Education student.

d. Part-Time Enrollment F.S. 1002.41(4)]

Home Education students at the secondary level may enroll in courses that are required for participation in extra-curricular activities at their zoned school or by following School Board policy to attend a school outside the zoned area. Part-time enrollment at a zoned school is allowed for enrollment in course(s) required for participation in an extra-curricular activity. Enrollment is contingent on space availability. Student schedule and arrival and departure times on campus are subject to the principal's approval. Part-time Home Education students are not eligible to graduate with a district diploma.

e. Home Education students are not eligible for class rankings, honor roll status or graduation from a Pasco County Schools high school.

f. Transfer of Home Education Credits ([SBE 6A.1.09941](#))

Home Education students who transfer into a Pasco County Schools' high school as a full-time Pasco County School's student shall be granted credits as follows:

1. Official Transcript from an Accredited Academic Program

Credits and grades are to be accepted at face value when submitted on an official transcript from an accredited academic program such as an accredited correspondence course, Florida Virtual School or an accredited learning center.

2. Official Transcript from a Non-Accredited Academic Program

Credits and grades submitted on an official transcript from a non-accredited academic program shall be validated by placement in the “appropriate” sequential course level with satisfactory performance (2.0000 GPA) during the first quarter grading period in which the student is enrolled. Upon validation, credits and grades are to be accepted at face value by the end of the first grading period.

3. Unofficial Transcript or Home Education Portfolio Documentation

Credits submitted on an unofficial transcript or in a Home Education portfolio shall be validated by placement in the “appropriate” sequential course level with satisfactory performance (2.0000 GPA) during the first quarter grading period in which the student is enrolled. Upon validation, credit(s) only (not grades) are to be granted.

4. Alternative Methods of Validation

If a student does not meet the scholastic performance standard of a 2.0000 GPA at the end of the first quarter grading period in which the student is enrolled, alternative validation procedures specified by State Board of Education (SBE) rule shall be used to validate credit. The validation procedures that will be used are to be determined by the teacher, principal, and parent or guardian. The alternative validation procedures are:

- a. portfolio evaluation by the school principal or designee;
- b. written recommendation by a Florida Certified teacher, selected by the parent or guardian and approved by the principal;
- c. demonstrated performance in courses taken through Dual Enrollment or other public or private accredited schools;
- d. demonstrated performance on a nationally-normed standardized subject area assessment;
- e. demonstrated performance State End-of-Course Assessment; or
- f. written review of the criteria utilized for a given subject provided by the former school.

Students shall have at least ninety (90) days to prepare for nationally-normed standardized subject area assessments or state assessments. Based on the enrollment date and assessment calendar, schools should ensure the assessment administration date does not negatively impact the student and can administer needed assessments earlier than 90 days if it is best for the student.

Credits must be validated within the first ninety (90) days of the student’s enrollment in a Pasco County School unless validation is being completed through standardized subject area assessments. Credits must be validated through standardized assessments or the state assessment by the end of the school year.

If the student’s performance in the classroom during the first grading period does not indicate that the student has the necessary educational foundation to be successful in the course, the school, parent or guardian, and teacher may reconsider whether the student was placed at the “appropriate” sequential level.

5. Requirements for Graduation

Home Education students transferring to Pasco County Schools must earn a minimum of six (6) credits in district schools during their last full academic year prior to graduation and pass the appropriate state test required for graduation to receive a diploma from the District.

13. Pasco eSchool

The District shall provide eligible students with the option of participating in a virtual instruction program. The program shall offer virtual instruction to students enrolled in virtual courses for kindergarten through grade 12 on a full-time or part-time basis. Pasco eSchool courses shall be available to students during the normal school day and through the extended year program [F.S. 1001.42(23)]. It is the parent’s/guardian’s and student’s right to participate in a school district virtual instruction program. Students requesting to take a course offered by Pasco eSchool must have counselor and parent or guardian approval [F.S. 1002.20(6)].

A student may not be enrolled in the same course simultaneously through Pasco eSchool and their brick and mortar school. Students may enroll in Pasco eSchool courses during the summer, as available. Additionally, any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active. Students who complete a virtual course in less than a semester will not be required to enroll in an additional course to meet full-time status, as long as they complete a minimum of three (3) credits per semester. Courses should begin after December 1st to be counted as part of the second-semester schedule.

a. Full Time Pasco eSchool Students

Students taking a full day of instruction (all periods of the day) through Pasco eSchool are full time Pasco eSchool students who have completed the open enrollment process and been accepted.

- ii. Full time Pasco eSchool students-will be reassigned to the cost center (7004) as their school of enrollment if they have applied for admission and been accepted during an open enrollment window. Pasco eSchool will be their primary school of enrollment and it is the family’s responsibility to apply for admission during the open enrollment period. If a student does not apply for admission during open enrollment the student will not be allowed to be a full time Pasco eSchool student and must comply with course selection procedures at their brick and mortar school.

Full time eSchool students are allowed to participate in extracurricular activities at their zoned school with approval from the zoned school’s principal.

a. Shared Students

- iv. A student that takes one or more courses through Pasco eSchool is a shared student with the primary school of enrollment being the brick and mortar school/cost center. Shared enrollment for students in Pasco eSchool will occur in alignment with the district drop/add timelines. Students may also take additional courses through Pasco eSchool outside the regular school day with administrative or counselor approval. Shared students are not allowed to take a full day of instruction (all periods of the day) through Pasco eSchool.
- v. Students enrolled in Pasco eSchool who are not on track to complete the course by end of the semester or year will be required to enroll in the course through their brick and mortar school in accordance with the drop/add timelines.
- vi. Shared students who have an IEP, EP or 504 plan will be served by the brick-and-mortar case manager.

14. Florida Virtual School (FLVS)

a. Credits

A student may earn credits offered through the FLVS each year. Grades for FLVS courses will not be included in the determination of student recognition programs, including honor roll.

b. Courses

FLVS courses shall be available to students during or after the normal school day and through summer school enrollment [F.S. 1001.42(23)]. A student may not enroll in the same course, same semester curriculum at the same time. Students must follow the drop/add policies. Florida Virtual School course requests that are assigned the statuses Course Requested (CR), Course Request Complete (CRC), Classroom Assigned (CA), Course Request Incomplete (CRI), Withdrawn, No Grade (WNG), and Not Activated (NA) Withdrawn, Passing (WP), Withdrawn, Failing (WF), Withdrawn, No Grade (W), and Not Activated (NAC) do not count as active courses for the purpose of establishing full-time enrollment status. Additionally, any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active. Students who complete a virtual course in less than a semester will not be required to enroll in an additional course to meet full-time status, as long as they complete a minimum of three (3) credits per semester. Courses should begin after December first to be counted as part of the second semester six period day.

c. Enrollment Approval Requirements

Students requesting to take a course offered by FLVS must have counselor and parent or guardian approval [F.S. 1002.20(6)].

d. Acceleration

Students intending to accelerate graduation by using the FLVS courses must have a written plan that is approved by parents or guardians and outlines the projected course plan for high school. The plan will identify projected courses taken within and outside of the regular attendance requirements, timelines, and location for accessing the internet. This plan should be filed in the student's cumulative folder.

e. Summer Session Enrollment

Students may enroll in FLVS courses during the summer, as available. Any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active.

f. FLVS Full-Time Enrollment

Students electing to enroll in FLVS Full Time School (6 courses per semester) will be withdrawn from the district. Students electing to enroll in the FLVS part time (or "classic") program for a full class schedule of 6 courses will be required to register with the District as a Home Education student.

F. High School Exceptional Student Education

1. Curriculum and Instruction

a. Drop/Add Procedures for Exceptional Student Education (ESE) Students

Exceptions to the district drop/add procedures timeline can be made based on the individual student needs if approved by the principal or designee. When a student transfers from a basic education course to a Florida Standards Access Points course, the grade does not necessarily equate to the same grade due to the differences in the course expectations and performance standards. Consequently, it is the responsibility of the ESE teacher to assign a letter grade based on demonstrated mastery of Florida Standards Access Points course performance standards for work completed before and after the course change.

b. Exceptional Student Education (ESE) Student Rights/Parent/Guardian Notification

Status with regard to mastery of standards should be discussed with parents or guardians at each IEP review/amendment meeting. Additionally, graduation options and implications should be discussed with parents/guardians and students at these meetings.

In order for a student to participate in instruction in the Florida Standards Access Points the parent/guardian must provide informed consent. The IEP team must complete the *Florida Department of Education Parental Consent Form/Prior Written Notice Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration Form*.

The parents/guardians of each exceptional student and the student shall be notified of the graduation options available at the IEP meeting prior to age 14.

An Informed Notice of a Change in Placement for ESE Students Graduating with a Standard Diploma or Aging Out of Eligibility for Services must be issued to the student and parent or guardian prior to graduation when a student is eligible to graduate with a standard diploma or at the end of the school year when a student reaches 22 years of age. Semester graduation applies to students in the 2014-2015 9th grade cohort and beyond.

c. Graduation Deferment* [6A-1.09963\(4\)\(a\)](#)

Upon award of a standard high school diploma the ESE student is no longer eligible to receive public education or special education services. The decision to accept or defer the standard high school diploma must be made by the IEP team during the school year in which the student is expected to meet all requirements. IEP teams may elect to defer the receipt of the standard diploma under certain conditions:

1. The student's IEP prescribes special education, transition planning, transition services or related services through age 21.

AND

2. The student is enrolled in accelerated college credit, industry certification courses that lead to college credit, a collegiate high school, courses necessary for Scholar designation, or structured work-study, internship or pre-apprenticeship program.

The IEP team must agree that the student requesting to defer receipt of the standard diploma needs continuation of ESE services to support transition to post-school outcomes.

By January 30th of the year in which the student is expected to meet graduation requirements, the school district must inform parents or guardians and students in writing that failure to defer receipt of the standard high school diploma will release the school district from the obligation to provide a free and appropriate public education (FAPE). The decision to accept or defer receipt of the diploma must be made by May 15th in which the student is expected to meet graduation requirements.

ESE students who chose to defer the receipt of the diploma will participate in graduation ceremony with their graduating class cohort. If an ESE student elects to defer, the diploma will be provided at the next scheduled issuance of diplomas after the ESE student exits his/her ESE deferment program. The ESE student will not participate in the graduation ceremony at that time of the issuance of the diploma.

d. Transition Education Program - Free Appropriate Public Education Through Age 22

Beginning with the 2014 - 2015 cohort, students with disabilities who have deferred receipt of their standard diploma remain eligible for educational services through the end of the semester in which they reach 22 years of age [Title 34, CFR section 300.101(a)].

Students with disabilities who have graduated with a special diploma or deferred receipt of their standard diploma are to be enrolled in grade 12 as additional school year students for FEFP purposes. Students in a TEP (FAPE 22) program may attend full-time or part-time. The educational and transitional needs of these students will be identified in their IEPs.

Students who turn 22 years old prior to the first day of the next school year (for students who turn 22 during the summer) are not eligible for continued K-12 educational services.

e. Grade Classification for ESE Students

High school ESE students will be assigned to grades 9, 10, 11 and 12 according to the requirements prescribed for basic education students as specified in the Student Progression Plan.

f. One Credit Scheduling Option

A yearlong ESE course may be scheduled as a one-half (.5) credit semester course based on student need.

1. Self-Determination Instruction

Students ages fourteen and older need to be provided with instruction or information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate if appropriate ([SBE 6A-6.03028](#)).

g. English Language Learners (ELL) services for students with disabilities

Exceptional Student Education (ESE) students who are ELLs must be served with English for Speakers of Other Languages (ESOL) strategies, modifications, and accommodations as well as ESE modifications and accommodations listed in the IEP. An ELL committee may convene to determine if the student's exceptionality interferes with the student's ability to benefit from ESOL services. In such cases, the ELL committee must meet to make determinations as per the current District ELL Plan. If a dual identified ELL student is determined to not benefit from ESOL services, evidence of why the student does not benefit from ESOL services must be provided at the time of the ELL Committee Meeting. It must be clearly stated in the IEP how the language barrier will be addressed through the IEP. When appropriate, students are entitled to both ESOL and ESE services.

h. Statewide Assessment*

All ESE students must participate in grade-level required statewide assessments. The decision regarding which assessment the student will participate in is made by the IEP team. If the IEP team determines the student will take the FAA, the following information applies:

For any yearlong course that requires a State EOC, the semester grades will be excluded regardless of whether or not the student takes the assessment. The grade will then be awarded in the form of a yearlong grade that is used for the GPA calculation. If a student enrolled in a state EOC assessed course does not earn a valid score on the State EOC as a result of invalidation or fails to take the EOC on regular or makeup dates provided during the term the student is enrolled in the course, the student will have a 0% entered into the student information system as the student's EOC grade for that course and the 0% will be applied as 30% of the yearlong course grade until the student sits for the EOC and produces a valid score.

The following grading scale will be used for calculating the 30% State EOC component of the yearlong grade in the student information system:

FAA EOC Conversion Chart

Achievement Level	EOC Converted Grade
4	100%
3	89%
2	79%
1	69%

*For the 2019-2020 and 2020-21 school years, Emergency Orders were issued because of the COVID pandemic. During the 2019-2020 school year, Algebra 1, Biology, Civics, Geometry, and U.S. History EOC assessments that were to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. For non-seniors who were enrolled in Algebra 1 (or an equivalent course) during spring 2020 and who were scheduled to take the Algebra 1 end-of-course (EOC) assessments, the requirement to participate in the Algebra 1 EOC was waived. However, these students were still required to meet the graduation requirement by passing the Algebra 1 EOC during a future administration or by earning the appropriate comparative score. These students may participate in any Algebra 1 EOC requirement but are not required to do so prior to using a comparative score. For these students who did not already have an EOC exam score for the 2019-2020 school year in any of the above mentioned EOC courses, the two semester course grades were counted in the academic history and GPA calculation since there was no 30% calculation. For these students, EOC participation and 30% final grade calculation requirements for these courses were permanently waived even if the student retakes the course and/or takes the EOC.

During the 2020-2021 school year, outstanding assessment requirements for seniors scheduled to graduate in spring 2021 were waived. In addition, a student who did not have a score from the EOC exam but successfully completed (passing semester grades or the average of the two semester grades resulting in a yearlong passing grade) Algebra 1, Biology, Civics, Geometry, and/or U.S. History course by July 30, 2021, earned grades and credits based solely on student performance in the course. In the 2020-2021 school year, the 30% calculation was applied only when the yearlong grade or GPA were not negatively impacted.

2. Diploma and Certificate Options

a. Standard Diploma Criteria

1. All Exceptional Student Education (ESE) students must meet the district course and credit requirements for a standard diploma. ESE Special Skills courses may be used as electives.
2. ESE students must meet the statewide assessment (unless student meets criteria for waiver) and GPA requirements as specified for a standard diploma. Instruction, as specified in the IEP, is provided to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation [F.S. 1003.4282(10)].
3. Accommodation may be provided for exceptional students as specified in the Individual Educational Plan (IEP). Requirements for academic or basic high school courses may not be modified (cannot change curriculum frameworks or student standards) for students with disabilities if the courses are to be used to meet the graduation requirements for a standard diploma [SBE 6A-6.0312(1)].

b. Waiver of Statewide, Standardized Assessment Requirements

The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, addresses access to post-secondary education and meaningful careers for students with disabilities [F.S. 1007.02].

For the purposes of this act, the term “student with disability” means any student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum

disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to dyslexia, dyscalculia, or developmental aphasia.

Section [1008.22\(3\)\(c\)1.](#), Florida Statutes (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade and a standard high school diploma. Specific requirements regarding the waiver process are found in s. [1008.22\(3\)\(c\)2.](#), F.S.

To be considered for the waiver from the statewide, standardized assessment graduation requirement, the student must:

1. The student must be identified as a student with a disability as defined in [S.1007.02.FS](#)
2. The student must have an individual educational plan (IEP).
3. The student must have taken the statewide standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with [S.1008.22\(3\)C.2. F.S.](#), the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.
5. The student must earn a passing grade for the course in question.

If there is sufficient evidence that the student has mastered the applicable standards and the IEP team determines that the assessment is not an accurate measure of the student's ability, the statewide standardized assessment requirement may be waived, and the student may graduate with a standard diploma.

A statewide standardized assessment waiver may be used for both the traditional 24-credit graduation program and the 18-credit/3-year options.

c. Florida Standards Access Points Assessment Waivers (For Access Algebra 1, Geometry, Biology, U.S. History EOCS and 10th grade FAA ELA assessments only)

Students following Florida Standards Access Points coursework whose performance on the Florida Standards Alternate Assessment is below a level 3 (scale of 1-4) may have results of the assessments waived. A graduation portfolio of quantifiable evidence of achievement must be developed. The portfolio must include:

1. Listing of courses, the student has taken
2. Grades received
3. Student work samples
4. Materials that demonstrate growth, improvement, and mastery of required course standards multi-media portfolios that contain electronic evidence of progress are permissible.

3. Grading

a. Report Cards and Grading

Students in Exceptional Education programs pursuing Florida Standards and Florida Standards Access Points will receive a standard report card.

Pasco eSchool shall report students' grades and progress electronically using the learning management system for each online course. In addition, semester grades will be entered into the district student information system to facilitate communication with families and local schools. No grades for Pasco eSchool courses will be reported at the conclusion of the first and third quarter grading periods.

Students enrolled in career dual enrollment courses will be assigned a grade upon completion of the clock hours of the course.

For students receiving standard report cards, grades will be determined according to procedures for basic education students as outlined in the Student Progression Plan (SPP).

b. Progress Reports

Parents or guardians and students must be notified when, during a reporting period, it is apparent that the student is failing or in danger of failing. In addition to report cards and progress reports, notifications may include letters, documented telephone calls, emails, information passed electronically and/or parent/guardian conferences. Every effort will be made to provide communication in the child's/parent's/guardian's home language. Students enrolled in a virtual instruction program on a full-time basis will receive monthly progress reports on student academic progress. The progress reports may not be directly linked for IEP goals. Parents or guardians and students will be informed of this difference in progress reporting prior to enrollment in the virtual program as a school choice option.

Parents or guardians will receive a report on the progress of the Exceptional Student Education (ESE) student toward achieving Individual Education Plan (IEP) goals at least quarterly. This is in addition to academic progress reports Title 34, CFR 300.320(a)(3)(ii) and [SBE 6A-6-03028\(3\)\(h\)\(7\)](#).

4. Speech, Physical Therapy, ~~and~~ Occupational Therapy, and Counseling as Related Services

Speech, physical therapy, occupational therapy, and counseling as a related service are services designed to reinforce or enhance a student's ability to benefit from instruction. Attendance in these programs will not affect the 135-hour minimum course instruction requirements for basic, Career and Technical Education (CTE), or Exceptional Student Education (ESE) courses.

VI. ADULT EDUCATION POLICIES



**Section VI
Adult Education**



1. Adult Education Programs

Adult Education programs are authorized by [Section 1004.01, F.S.](#), and [Section 1004.93, F.S.](#)

ENROLLMENT CRITERIA

Criteria for enrolling into an Adult Education program:

1. Does not possess a high school or state-approved diploma but may have been issued a certificate of completion;
2. Is 16 years of age or older; and
3. Is officially withdrawn from an elementary or secondary program

Students with a certificate of completion may enroll in an adult high school program to prepare or remediate for the English Language Assessment (ELA). Students may also enroll in adult high school to prepare or remediate for the statewide grade 10 Algebra I End-of-Course (EOC) assessment through intensive courses and earn elective credits as needed.

PROGRAMS OF STUDY

1. Adult High School ([1004.02\(5\)](#))

The Adult High School program enables an adult no longer enrolled for one semester or more in public education to complete the required courses and state assessments to earn an Adult High School diploma. Course requirements are in accordance with standards established by the state.

The State of Florida Adult High School Course Curriculum Frameworks, as established by [Section 1004.92, F.S.](#), provide a minimum set of standards to be used by all facilitators delivering Adult High School education. Students in these programs must meet all state and local requirements for graduation.

Home Education students or students aged 16 or older not currently enrolled in a Pasco County school may enroll in an Adult Education program to complete their graduation requirements without previous approval from a high school support team or District staff. Students must meet graduation eligibility requirements as required by FLDOE and as stated in the Student Progression Plan.

a. Determining Graduation Requirements for Adult Education High School Students

To determine graduation requirements for Adult High School (AHS) students who are not enrolled in the K-12 educational system, the following shall apply:

1. Students entering AHS whose 9th grade cohort group has not graduated must meet the graduation requirements based on the year that the student entered the 9th grade.
2. Students entering AHS after their 9th grade cohort has graduated, or who are not a part of a 9th grade cohort (from another country, never entered high school, etc.) must meet the current 12th grade cohort graduation requirements that are in effect for the year they enter AHS. A chart follows listing graduation requirements for these students.
3. Reporting codes for all diploma types eligible for Adult High School graduation requirements can be found at <https://www.fldoe.org/core/fileparse.php/20077/urlt/2223-114025.pdf>.

Note: For students that are continuously enrolled from the time that they withdraw from the K-12 system and enroll in adult education, they will follow the requirements of their 9th grade cohort. This also applies to students who may have previously enrolled in an adult high school program and were not continuously enrolled. The student would be required to meet the criteria of their original cohort based on the initial year of enrollment in AHS. Current EOC assessments would be required if the student did not meet the required statewide assessment exam(s) at the time of their withdrawal from either K-12 or AHS. More information on graduation requirements for Florida Statewide Assessments can be found at <https://www.fldoe.org/core/fileparse.php/7764/urlt/gradrequirefsa.pdf>

b. Diploma Options

To obtain a standard adult high school diploma, a student has three options: 24-credit, the 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option, or the 18-credit Career Pathways Diploma option. Requirements for the standard 24-credit option are outlined in [s. 1003.4282](#), F.S., and the 18-credit ACCEL option is outlined in [s. 1002.3105](#), F.S. Students must successfully complete all statewide, grade level assessments, or attain a recognized concordant score as specified in [s. 1008.22\(9\)](#), F.S., or a recognized comparative score as specified in [s. 1008.22\(10\)](#), F.S. A cumulative GPA of 2.0 on a 4.0 scale is required for all adult education students. Students in the 24-credit option are required to complete the one credit on-line course requirement as per [s. 1003.4282\(4\)](#), F.S.

The ACCEL option allows the student to earn a high school diploma by completing 18 credits, of which 14 are core courses and 4 are elective credits. Students must meet the criteria established as per [s. 1002.3105](#), F.S., and may not be required to complete the one-credit on-line course requirement as per [s. 1003.4282\(4\)](#), F.S. Please visit [Standard Diploma Requirements](#) for specific requirements.

The Credit Acceleration Program (CAP) allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects: Algebra I, Geometry, U.S. History and Biology I. (Note: A student is allowed to earn high school credit in courses required for high school graduation through the passage of an AP examination or College Level Examination Program (CLEP) test). If a student attains a passing score on an AP or CLEP examination, then the school district is required to award credit to the student who is not enrolled in the course or who has not completed the course. Students in AHS programs seeking to obtain course credits through CAP must adhere to guidelines set forth by [s. 1003.4295](#), F.S.

AHS follows the same course requirements and state assessments as those required in the K-12 system as per [s. 1003.4282](#), F.S. (24 credit option) and [s. 1002.3105](#), F.S. (ACCEL option). However, some exceptions apply:

- Students who enter AHS may not be required to take the EOC assessment for Algebra 1, if credit for this course was earned and documented on their transcripts prior to 2010– 2011.
- Students who enter AHS may not be required to take the EOC assessment for Biology 1 and or Geometry, if credit for these courses was earned and documented on their transcripts prior to 2011-2012.
- The Florida Statewide Assessment Testing Schedules are available at [Florida Statewide Assessment Schedules](#).
- All students taking U.S. History beginning 2012-13 should take the U.S. History EOC assessment regardless of cohort year.

The Adult High School (AHS) program provides courses of study leading to completion of credits and passing state mandated assessments necessary to qualify for a standard high school diploma.

For AHS programs, some exemptions to the requirements are present under [s. 1003.4282\(6\)\(b\)](#), F.S.:

- The one credit in physical education required for graduation is not required for graduation and may be substituted with an elective credit, keeping the total credits needed for graduation.
- Each district school board may waive the requirement that two of the science credits include a laboratory component.
- Any course listed within the FDOE course code directory in the areas of art, dance, drama or music may be undertaken by adult secondary education students. The one credit in performing fine arts required for high school graduation is not required for graduation and may be substituted with an elective credit that is consistent with the total credits needed for graduation.

A program of instruction for Adult High School students shall be based on the State of Florida adult education frameworks and standards as defined by the Florida Department of Education.

Course numbers and titles must be taken from the Course Code Directory (CCD). The state assigns and recognizes only the first seven digits of the course number. The eighth digit is used by the district for the purposes of tracking and reporting data.

The state maintains course descriptions for each course listed in the CCD. Students are expected to demonstrate mastery of these standards to receive credit for each course.

d. Grade Point Average (GPA) Requirements - formatting

Students must have a cumulative GPA of 2.0000 on a 4.0000 scale in all courses counted for graduation:

A=	90-100	= 4.0000
B=	80-89	= 3.0000
C=	70-79	= 2.0000
D=	60-69	= 1.0000
F=	0-59	= 0.0000

e. Florida Statewide Assessments*

The State of Florida allows students to earn credit with a passing score on the following state EOC exams: Algebra I, Geometry, U.S. History, and Biology I. Students transferring from outside the state of Florida may be awarded credit in an EOC course if they meet requirements found in section V-A.14. Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for required assessment graduation requirements and concordant/comparative scores.

Students with disabilities who have withdrawn from the K-12 system and possess a state-wide, standardized assessment waiver, may transfer this waiver to the Adult High School program upon enrollment.

The extension of the waiver to the Adult High School program only applies to students who received waivers as a part of [1008.22\(3\)\(c\) F.S.](#)

*For the 2019-2020 and 2020-21 school years, Emergency Orders were issued because of the COVID pandemic. During the 2019-2020 school year, Algebra 1, Biology, Civics, Geometry, and U.S. History EOC assessments that were to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. For non-seniors who were enrolled in Algebra 1 (or an equivalent course) during spring 2020 and who were scheduled to take the Algebra 1 end-of-course (EOC) assessments, the requirement to participate in the Algebra 1 EOC was waived. However, these students were still required to meet the graduation requirement by passing the Algebra 1 EOC during a future administration or by earning the appropriate comparative score. These students may participate in any Algebra 1 EOC requirement but are not required to do so prior to using a comparative score. For these students who did not already have an EOC exam score for the 2019-2020 school year in any of the above mentioned EOC courses, the two semester course grades were counted in the academic history and GPA calculation since there was no 30% calculation. For these students, EOC participation and 30% final grade calculation requirements for these courses were permanently waived even if the student retakes the course and/or takes the EOC.

During the 2020-2021 school year, outstanding assessment requirements for seniors scheduled to graduate in spring 2021 were waived. In addition, a student who did not have a score from the EOC exam but successfully completed (passing semester grades or the average of the two semester grades resulting in a yearlong passing grade) Algebra 1, Biology, Civics, Geometry, and/or U.S. History course by July 30, 2021, earned grades and credits based solely on student performance in the course. In the 2020-2021 school year, the 30% calculation was applied only when the yearlong grade or GPA were not negatively impacted.

2. Adult Certificate of Completion (F.S. 1003.4282(6) (b))

An Adult High School student who does not pass the assessment requirements but fulfills all other graduation requirements will be awarded a Certificate of Completion. This Certificate may also be used to verify attendance for a stated period of time in an adult program. The Certificate of Completion may be replaced with a standard high school diploma when the adult student passes all state-required or concordant/comparative assessments for the appropriate graduation year.

3. State of Florida High School Diploma (GED) Eligibility for Testing (F.S. 1003.435)

a. Candidates 18 years or older are eligible to pursue a GED through Adult Education.

1. Candidates are encouraged to participate in academic and career planning before taking the GED test.

b. Students who earn the required 24 credits for the standard high school diploma except for passage of any must-pass assessment under s. [1003.4282](#) or s. [1008.22](#) or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer.
- Participation in an adult general education program as provided in s. [1004.93](#) for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment under s. [1003.4282](#) or s. [1008.22](#) an unlimited number of times in order to receive a standard high school diploma.

4. Accountability and Reporting

The National Reporting System (NRS) for Adult Education is the accountability system for Federally funded adult education programs, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). The NRS includes WIOA primary indicators of performance, measures that describe adult education students and their program participation, methodologies for collecting performance data, and program reporting procedures.

Adult General Education program numbers, course numbers, educational functioning levels (EFL) and associated measurable skill gains (MSG) for adult general education programs can be found at [Appendix R: Adult General Education Programs & Associated Gains](#)

5. Tuition and Out-of-State Fees

All adult education programs are required to charge the following tuition rates per s. [1009.22](#), F.S.:

- \$45.00 block tuition rate for each half year in a program year
- \$30.00 block tuition rate for each term in a program year

Residency determinations are not made in any adult education program and therefore, there are no out-of-state fees associated with adult education.

6. Basic Skill Requirements for Post-Secondary Career and Preparatory Instruction Certificate Programs ([F.S. 1004.91](#))

Students who are enrolled in a post-secondary career certificate program of 450 hours or more shall be administered the Comprehensive Adult Student Assessment System Greater Opportunities for Adult Learning Success (CASAS GOALS) Test within the first six weeks after admission into the program, unless otherwise exempt. Students who do not achieve the minimum level of basic skills required for their programs will not be awarded a program certificate of completion. Students who do not meet the Basic Exit Skills Requirement will be awarded a certificate of attendance. Students who pass industry certification on the approved CASAS exemption list provided by the state will be exempted from the Basic Skills Requirement and will be awarded the program certificate of completion. Students with disabilities must be administered the CASAS test and provided remediation, if needed. Students with disabilities with appropriate documentation in their Adult 504 Workforce plan who demonstrate mastery of the Student Performance Standards for the Adult Career and Technical Education Program, and complete basic skills remediation will be exempted from the Basic Skills Requirement.