



# **Student Progression Plan**

**Lake County Schools  
2025-2026**

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An employee, student, parent, or applicant alleging discrimination with respect to employment, or any educational program or activity may contact:

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# FORWARD

## Florida K-20 Education System

### Mission

The mission of Florida's K-20 education system is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain and accountability system that measures student progress toward the following goals:

- Highest Student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

## Lake County School Board

### Mission

The mission of Lake County Schools is to provide every student with individual opportunities to excel.

### Vision

A dynamic, progressive, and collaborative learning community embracing change and diversity where every student will graduate with the skills needed to succeed in post-secondary education and the work place.

### Annual Publication

The District School Board will annually publish in the local newspaper and report in writing to the State Board of Education the following information on the prior school year:

1. The Provisions of the law relating to public school student progression and the District School Board's policies and procedures on the 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 Florida standards English Language Arts Assessment.
3. By grade, the number and percentage of all students retained in grades 3 through 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the District School Board's policy on student retention and promotion from the prior year.

## Waiver of School Board Policy

When student circumstance warrants an exception to Lake County School Board Student Progression Plan policy, the principal of the student's school may request a policy waiver. Items that could lead to a policy waiver would involve issues of health, extreme family hardship, or unusual education need. All considerations for Student Progression Plan policy waivers may be discussed with the Office of Teaching, Learning and Leadership prior to submission to the Lake County School Board for approval.

## I. ADMISSIONS, ENROLLMENTS, AND TRANSFERS

The following Lake County School Board policies apply to all students seeking admission into, enrollment in, and transfer into a Lake County Public School.

### A. Age Requirement

1. Evidence of date of birth must be presented prior to school entry, (§1003.21(4), FS).
  - a. Presentation of a certificate of birth is the preferred evidence of date of birth.
  - b. If the birth certificate is not available, the next obtainable evidence, in order listed below, will be accepted:
    - 1) A duly attested transcript of the child's birth record filed, according to the law, with a public officer charged with the duty of recording births; or
    - 2) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent; or
    - 3) An insurance policy on the child's life which has been in force for at least two years; or
    - 4) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent; or
    - 5) A passport or certificate of arrival in the United States showing the child's age; or
    - 6) A transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
  - c. If none of the evidences in 1.a. and 1.b.1) through 1.b.6) can be produced, an affidavit of age sworn to by the parent and accompanied by a certificate of age signed by a public health officer or by a public school physician will be accepted.
  - d. If the documents in 1.a., 1.b., and 1.c. cannot be produced, then a certificate of age, provided by a licensed practicing physician designated by the School Board, will be accepted. The certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.
  - e. Homeless children and youth, as defined in the McKinney-Vento Homeless Assistance Act shall be given a temporary exemption from this section.
2. Pre-Kindergarten  
Children with disabilities who have attained the age of three (3) years are eligible for admission to Lake County Public Schools Exceptional Student Education programs.
3. Voluntary Pre-Kindergarten (VPK) Student must turn the age of four (4) on or before September 1<sup>st</sup> of the school enrollment year.
4. Kindergarten
  - a. Enrolling from Within the State of Florida: Student must turn the age of five (5) on or before September 1<sup>st</sup> of the school enrollment year §1003.21 (4)(g).
  - b. Transferring from Out-of-State Public or Non-public School (§1003.21(2)(a), FS): Entry into a Lake County Public School kindergarten by out-of-state transfer students who do not meet regular Florida Kindergarten entrance age requirements for admission into Florida public schools shall be based on their previous state's age requirements and shall

be in accordance with Florida Administrative Rule 6A-1.0985 Florida Administrative Code (FAC) which states: Any student who transfers from an out-of-state public or non-public school shall be admitted upon presentation of the following data:

- 1) Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school. Must provide at least two accepted forms of documentation from the following list:
  - a) Previous state's Driver's License
  - b) Previous state Voter's Registration Card
  - c) Previous state Vehicle Registration
  - d) Previous state Identification Card
  - e) Utility bill; or a lease/mortgage agreement; or an official state, federal, or court document evidencing legal ties to the previous state
- 2) An official letter or transcript from a proper school authority which shows records of attendance, academic information, and grade placement of the student;
  - a) Evidence of immunizations against communicable diseases as required in §1003.22, FS;
  - b) Evidence of date of birth in accordance with §1003.21, FS; and
  - c) Evidence of a medical examination completed within one year before enrollment in school, in accordance with §1003.22, FS.

#### 5. First Grade

- a. Enrolling from Within the State of Florida: Student must turn the age of six (6) on or before September 1<sup>st</sup> of the school enrollment year.
- b. Transferring from Out-of-State Public or Non-public School (§1003.21(2)(a), FS): Entry into a Lake County Public School first (1<sup>st</sup>) grade by out-of-state transfer students who do not meet regular Florida first (1<sup>st</sup>) grade entrance age requirements for admission into Florida public schools shall be based on their previous state's age requirements and shall be in accordance with Florida Administrative Rule 6A-1.0985 FAC which states: Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:
  - 1) Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school. Must provide at least two accepted forms of documentation from the following list:
    - a) Previous state's Driver's License
    - b) Previous state Voter's Registration Card
    - c) Previous state Vehicle Registration
    - d) Previous state Identification Card
    - e) Utility bill; or a lease/mortgage agreement; or an official state, federal, or court document evidencing legal ties to the previous state
  - 2) An official letter or transcript from a proper school authority which shows records of attendance, academic information, and grade placement of the student

- 3) Evidence of immunizations against communicable diseases as required in §1003.22, FS
- 4) Evidence of date of birth in accordance with §1003.21, FS; and
- 5) Evidence of a medical examination completed within one year before enrollment in school, in accordance with §1003.22, FS.
- c. Student academic records must document the satisfactory completion of Kindergarten program requirements.
- d. Students not meeting the above requirements will be enrolled in Kindergarten.
6. Second through Fifth Grades
  - a. Enrolling from Within the State of Florida: Student academic record must document successful completion of and promotion from the previous grade level.
  - b. Transferring from Out-of-State Public or Non-public School (§1003.21(2)(a), FS): Entry into Lake County Public Schools grades 2 through 5 requires documented academic records indicating successful completion of and promotion from the previous grade level.
7. Middle Grades (Grades 6, 7, and 8)
  - a. Enrolling from Within the State of Florida: Student academic record must document successful completion of and promotion from an elementary school program.
  - b. Transferring from Out-of-State Public or Non-public School (§1003.21(2)(a), FS): Entry into Lake County Public Schools Middle Grades, grades 6 through 8, requires documented academic records indicating successful completion of and promotion from elementary school grades kindergarten through 5.
8. High School (Grades 9 through 12 [13])
  - a. Students entering a Lake County public high school must have successfully completed all Middle Grades promotion requirements and standards.
  - b. Students who have completed a high school program or its equivalent will not be enrolled in a Lake County public high school.
9. General education students enrolling in a Lake County high school who are 18 or 19 years of age **and** can complete high school requirements for graduation within that year may be enrolled; others will be referred to an alternative high school completion program.
10. Students who received a Certificate of Completion may return for a 5<sup>th</sup> year of high school during the school year immediately following the receipt of the Certificate of Completion in order to satisfy GPA, State testing, and/or course requirements for a standard high school diploma. The graduation and diploma dates will reflect the date the student satisfied the last requirement.
11. If the student has been enrolled in an Exceptional Student Education (ESE) program and has not reached his/her 22<sup>nd</sup> birthday, please refer to the Exceptional Student Education (ESE) section of this manual.
12. English Language Learner (ELL) Lake County School (LCS) ESOL Program Guide:
 

[\[ESOL PROGRAM GUIDE in English\]](#) [\[ESOL PROGRAM GUIDE in Spanish\]](#)
13. Students participating in a certified Foreign Exchange Program may attend a Lake County Schools High School.

- a. Eligibility Requirements - Students must meet the following eligibility requirements:
  - i. Have sufficient knowledge of the English language to participate in high school classes.
  - ii. Have appropriate medical insurance coverage.
  - iii. Not have received a terminal degree equivalent to a high school diploma.
  - iv. Enroll in 9th, 10th, or 11th grade.
  - v. Specific information must be provided to the school. This includes academic records translated into English, the number of years completed prior to arrival and the years required in the home country to complete secondary school.
  - vi. Representatives from the foreign exchange program must request permission for admission by submitting a complete packet to the principal for approval prior to May 1<sup>st</sup> of the preceding school year.
  - vii. The exchange student shall gain legal entry into the United States with a J-1 Exchange Visa, which includes clearance by Homeland Security or the appropriate government agency and shall present documented proof with a birth certificate or passport, showing that he/she will be at least 16 years of age, but not have attained the age of eighteen and a half (18.5) prior to attendance at a school in the District.
  - viii. No foreign exchange student shall receive a Lake County high school diploma.
  - ix. A foreign exchange student may only register at the appropriate high school which shall be designated as the school within the regular school attendance zone of the host family's residence.
  - x. Foreign exchange students may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) or a sponsoring organization's rules and regulations.

- b. School Responsibilities

- i. When approached by Exchange Student organization, check <https://www.csiet.org/> (Council on Standards for International Education Travel's (CSIET) Advisory list of International Education Travel and Exchange Programs) to verify the agency is accredited.
    - ii. Provide the agency representative with a copy of the checklist with a deadline completion date prior to 5/1. Once the packet is returned, ensure all items on the checklist are included in the packet.
    - iii. Principal or designee signs/dates at bottom of the checklist as evidence of approval.
    - iv. The school/District will not be responsible for any fees for activities, events, trips, etc. during the student's enrollment period.

- B. Social Security Numbers and Immigration Information (§1008.386, FS)

1. Parents of students entering a Lake County School are not required to provide
    - a. Social Security Numbers OR
    - b. Immigration information, including U.S. State Department issued Visas or Green Cards.

2. Schools must request Social Security numbers, but the parent/guardian is not required to provide the information. It is the decision of the parent/guardian whether or not to provide the social security number and/or immigration information.
  3. U.S. State Department issued Visas or Green Cards must not be requested or required.
- C. Legal Compulsory Attendance (§1003.21, FS)
1. All children who have attained the age of six years or who will have attained the age of six years by February 1<sup>st</sup> of any school year, or who are older than six (6) years of age but who have not attained the age of sixteen (16) years, are required to attend school regularly during the entire school term.
  2. Students who attain the age of sixteen (16) years during the school year have a right to file a formal declaration of intent to terminate school enrollment. This declaration must be signed by the parent and filed with the Lake County School Board (§1002.20, FS).
  3. Students sixteen to eighteen (16–18) years-of-age who choose to withdraw from school will not be allowed to obtain a Florida learning permit or driver’s license or, when one has already been issued, will lose their Florida driver’s license.
- D. Sibling Classroom Assignment (§1003.06, FS)
1. Parents may request the placement of multiple birth siblings (twins, triplets, or other siblings resulting from a multiple birth), same-age blended family siblings, and same-grade siblings in the same or separate classrooms in the same grade level.
  2. The parent must make written request no later than five days before the first day of each school year or five days after the first day of attendance during the school year if the students are enrolled in the school after the school year begins.
  3. The school must grant the parent request unless
    - a. The student’s performance indicates otherwise OR
    - b. To do so would require the District to add another class to the student’s grade level.
  4. A principal may change the student placement requested by the parent if the child’s behavior is disruptive to the school.
  5. The parent has the right to appeal the principal’s decision according to School Board policy.
- E. School District/Attendance Zone Residency (School Board Policy 5112, 5120, and 5121)
1. Attendance zone information and identification can be accessed through the following link: <https://www.lake.k12.fl.us/o/lcs/page/school-locator>
  2. Proof of Residence: A parent/guardian enrolling a student(s) must present evidence that the student resides in the school’s designated zone. A valid Florida Driver’s License/ID with current physical address or a Florida Voter’s registration Card with the current physical address and any two of the following documents would provide acceptable evidence of residency:
    - a. lease agreement with current physical address
    - b. rent receipt with current physical address
    - c. bill of sale or deed for house with current physical address
    - d. Homestead Exemption receipt with current physical address

- e. utility deposit receipt with current physical address
- f. utility bill with current physical address

**NOTE: If none of the above can be produced, the school principal with guidance from the Office of Teaching, Learning and Leadership will make the residency determination.**

3. If the aforementioned documents are addressed to a person other than the legal parent/custodian/guardian of the student(s), such as a step-parent, other relative, friend, landlord, etc., there must be acceptable evidence from the addressee indicating that the family and student are living there. In addition to the evidence required in number 2 above, there must be a notarized statement from the addressee (relative, friend, landlord etc.) indicating how long the parent/guardian/caretaker and the child have maintained their residence at that location and that the student is currently living at the domicile. A valid Florida Driver's License/ID with current physical address or a Florida Voter's registration Card with the current physical address and any one of the following documents would provide acceptable evidence of residency of addressee:

- a. lease agreement with current physical address
- b. rent receipt with current physical address
- c. bill of sale or deed for house with current physical address
- d. Homestead Exemption receipt with current physical address,
- e. utility deposit receipt with current physical address
- f. utility bill with current physical address

**NOTE: If none of the above can be produced, the school principal with guidance from the Office of Teaching, Learning and Leadership will make the residency determination.**

- 4. A student's citizenship or immigration status must not be considered, inquired about, or investigated in the admissions process (§1008.386, FS).
- 5. Proof of residency is not required of students identified as homeless and/or unaccompanied youth under the federal McKinney-Vento Act. For students/families identified as homeless and/or unaccompanied youth, the federal McKinney-Vento Act enrollment criteria supersede all other enrollment policies, regulations, laws, and statutes.
- 6. No student shall be permitted to transfer, enroll, or be admitted to a Lake County School when he/ she has been expelled from another school district. This prohibition shall be effective for the period of time in which the student was alternatively placed or expelled from the out-of-county school district per Policy 5610.
- 7. Per Policy 5121, a student may attend any school within the district if there is capacity. The parent must apply during the established open window and will be required to provide transportation if the school is out of the residency zone.

#### F. Educational Choice

Lake County has developed a controlled open enrollment plan that allows not only Lake County parents, but parents from any school district in the state, to enroll their child in and transport their child to any public school that has not reached capacity. Lake County Schools accepts applications during an established window the prior school year. For further information, visit the district's Educational Choice website: [\[EDUCATIONAL CHOICE\]](#)

## G. Home Education

1. Home Education is a parent-directed option that satisfies the requirement for regular school attendance. Parents have the freedom to determine their child's educational path as well as the plan for reaching their goals. §1002.41, FS, for further information, click [[Home Education Guidelines and Procedures](#)]
2. School of Attendance: Home school students may enroll in any course or program offered by the school that the student is zoned to attend.
3. Home education students may participate in interscholastic extracurricular student activities in accordance with the provisions of s. 1006.15.
4. Home education students may participate in dual enrollment programs in accordance with ss. 1007.27(4) and 1007.271(13)
5. Testing and evaluation services at diagnostic and resource centers shall be available to home education program students, including, but not limited to, students with disabilities, in accordance with the provisions of s. 1006.03
6. Industry certifications, national assessments, and statewide, standardized assessments offered by a school district shall be available to home education program students. S. 1002.41(12)

## H. Hope Scholarship

Per §1002.40, FS, a student enrolled in a Florida public school in kindergarten through grade 12 who has reported an incident to the school principal, or his or her designee of battery; harassment; hazing; bullying; kidnapping; simple battery; robbery; sexual offenses, sexual assault, or sexual battery; threat or intimidation; or fighting at school has the opportunity to transfer to another public school with capacity or the ability for the student to move to an eligible private school under the Hope Scholarship. For further information, contact the Choice, and Alternative Education Office.

### I. Florida High School Athletic Association (FHSAA):

1. Middle Grades
  - a. All Lake County School District public Middle Grades shall be members of the Lake County Public Middle Grades Activities Association (LCPMSAA) and
  - b. All Lake County School District public Middle Grades shall be governed by the rules and regulations adopted by the LCPMSAA, Lake County Schools, and Florida High School Athletics Association, Inc. (FHSAA).
2. High School
  - a. All Lake County School District public high schools shall be members of the Florida High School Athletics Association, Inc. (FHSAA) and shall be governed by the rules and regulations adopted by FHSAA and Lake County Schools.
  - b. Students who participate in athletics shall meet eligibility requirements established by FHSAA.
  - c. Lake County Policy 5121 shall continue to govern student assignments, conditions and requirements.

### J. Military Children (§1000.36, FS)

1. The average military student faces transition challenges more than twice during high school and most military children will attend six to nine different school systems from kindergarten

to 12<sup>th</sup> grade (K-12). Enrollment and placement of children of active-duty military families is under the guidelines of the Interstate Compact on Educational Opportunity for Military Children. The compact seeks to make transition easier for the children of military families so they are afforded the same opportunities for educational success as other children, and are not penalized or delayed in achieving their educational goals.

If the parent is not present to enroll the dependent military student, a special power of attorney, relative to the guardianship of a child of a military family, executed under applicable law is sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

The compact requires immediate enrollment and if school records are incomplete, shall have 30 days within the enrollment date to provide needed records. Students transferring from an out-of-state school must provide the following data: (i) Official documentation that the parent(s) or guardian(s) were resident(s) of the state in which the child was previously enrolled in school; (ii) An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student; (iii) Documented evidence of immunization against communicable diseases; and (iv) Evidence of date of birth.

Pending receipt of official education records, the student's receiving school must accept the unofficial education records. The compact provides that a transferring student must be allowed to continue in the academic program in which the student was enrolled at his or her former school, (e.g., English as a second language, exceptional student education, gifted, honors, advanced placement (AP), and career and technical courses).

2. For students considered a dependent of a member of the United States Armed Forces and entering a public school in grade 12 from out-of-state or from a foreign country, exit or end-of-course exams required for graduation from the sending state; national norm-referenced achievement tests from the sending state; or alternative testing from the sending state; or concordant scores on the ACT or SAT shall be accepted in lieu of or Florida standards English Language Arts Assessment for testing requirements for Lake County Schools high school graduation.
3. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from a Lake County Schools high school after all alternatives have been considered, the receiving and sending schools must ensure that the student receives a high school diploma from the sending school, if the student meets the graduation requirements of the sending school agency.

For more information on resources for military families, please refer to the following link: <https://mic3.net/resources/>

K. Education for Homeless Children and Youth: Educational Support Services for Homeless Children and Youth

The McKinney-Vento Homeless Assistance Act (McKinney-Vento), requires Local Educational Agencies (LEAs) to provide homeless children and youth the same free, appropriate public education as students not living in a homeless situation.

1. School Board of Lake County enacts the *McKinney-Vento Homeless Assistance Act* through Policy 5111.01

## 2. Definition of “Homeless Children and Youths”

Section 725 of the McKinney-Vento Homeless Assistance Act, as amended, defines a homeless individual as one who lacks a fixed, regular, and adequate nighttime residence. Children or youth living in any of the following situations as homeless:

- a. Using the McKinney-Vento definition for the identification of homeless students, children and youth in the following situations may be considered homeless:
  - 1) Living in emergency or transitional shelter or abandoned in hospital.
  - 2) Sharing housing of other persons due to loss of housing, economic hardship, or a similar reason; doubled-up.
  - 3) Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar setting.
  - 4) Living in motel or hotel, tents, a temporary park, campground, or other temporary housing.
  - 5) Primary nighttime residence is unknown.
- b. Children in the following circumstances may also be considered homeless and the School-based Homeless Liaison should consult with the District Homeless Liaison in making a determination:
  - 1) An unaccompanied youth (youth not in the physical custody of a parent or legal guardian);
  - 2) Lack a fixed, regular, and adequate nighttime residence;
  - 3) Abandoned in hospitals;
  - 4) Primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  - 5) Migratory children who qualify as homeless because they live in circumstances described in section a) or b) above.
- c. Certified Homeless Youth

A minor who is a homeless child or youth, including an unaccompanied youth, and who has been certified as homeless or unaccompanied by:

  - 1) A school district homeless liaison; OR
  - 2) The director of an emergency shelter program funded by the United States Department of Housing and Urban Development, or the director’s designee; OR
  - 3) The director of a runaway or homeless youth basic center or transitional living program funded by the United States Department of Health and Human Services, or the director’s designee.

## 3. Enrollment of Students Classified as Homeless

- a. The McKinney-Vento Act requires schools to immediately enroll\* children and youth experiencing homelessness and/or identified as unaccompanied youth, even in the absence of normally required enrollment documentation including:
  - 1) Academic records
  - 2) Immunizations and/or immunization records

- 3) Medical records
- 4) Proof of residency
- 5) Proof of age
- 6) Proof of guardianship
- 7) Other records

\*“Immediately enroll” will mean without delay. Therefore, the student must begin attending classes and participating fully in school activities the same or no later than the following day.

- b. The parent, custodian, or person enrolling the student must be given a 30-day temporary exemption for evidence of date of birth, school-entry health examination and immunization against communicable disease [IMMUNIZATIONS](#) and school and District personnel will assist with procuring necessary documentation.
- c. The school Homeless Liaison will communicate with Student Services when a student identified as homeless and/or unaccompanied youth is unable to provide immunization or physical documentation within the 30-day temporary extension. The student cannot be denied an education if obtaining the records takes longer than 30 days.
- d. The school of enrollment will make the best immediate academic placement possible, based on available information and results of available school-based assessment/screening instruments, while awaiting school records, special education documents, medical records, and/or other needed information.
- e. The statute expressly prohibits a school or LEA from segregating or stigmatizing a homeless/unaccompanied child or youth on the basis of identified homeless status.
  - 1) Children/youth identified as homeless/unaccompanied youth may not be segregated in separate schools or programs within a school, based wholly or in part on the homeless/unaccompanied child/youth status.
  - 2) Children/youth identified as homeless/unaccompanied youth must be educated as part of a school’s regular academic program.
    - a) Services must be provided to homeless children and youth through programs and mechanisms that integrate homeless children and youth with non-homeless counterparts.
    - b) Services provided must expand upon or improve services provided as part of the regular school program.

#### 4. Free or Reduced Lunch Program

Students identified and classified as homeless, according to McKinney-Vento criteria, qualify for the Free Meal Program immediately upon enrollment.

#### 5. School Assignment

- a. Children and youth experiencing homelessness have the right to continue in the school of origin (the school attended when permanently housed or the school in which last enrolled), if that is the parent’s or youth’s choice and is feasible, for the duration of the academic year.
- b. Children and youth experiencing homelessness have the right to enroll and attend classes in either the school of origin or the school in the attendance zone where the family or

youth is residing even while the school and parent or youth seek to resolve a dispute over the selected school.

- c. Children and youth experiencing homelessness have the right to dispute school selection/assignment and would do so through contacting the District Homeless Liaison.

#### 6. Transportation Services to Homeless Students

- a. Parents and guardians of children and youth experiencing homelessness have the right to receive transportation to and from the school of origin, when it is determined to be in the student's best interest.
- b. Children and youth experiencing homelessness have the right to receive transportation to and from school and school programs, comparable to that of housed students.
- c. Where applicable, the District Transportation Director will collaborate with neighboring districts to address inter-district transportation issues for children and youth experiencing homelessness.

#### 7. Comparable Services to Homeless Students

Children and youth experiencing homelessness have the right to receive the same special programs and services, if needed, as provided to all other students served in such programs. In addition to the above, the following educational services and programs are provided to students attending Title I schools and are available to children and youth experiencing homelessness regardless of the Title I status of the school of enrollment:

- a. Public preschool
- b. Exceptional Student Education
- c. Limited English Proficiency
- d. Vocational Education
- e. Gifted and Talented
- f. Before-and after-school
- g. Supplemental educational services/tutoring
- h. Other programs to help students succeed.

#### Foster Care

1. Children in foster care frequently change schools – when they first enter foster care, when they move from one foster care living arrangement to another, or when they return home. Students in foster care experience: school suspensions and expulsions at higher rates than their peers not in foster care, lower standardized test scores in reading and math, high levels of grade retention and drop-out, and far lower high school and college graduation rates. Signed into law in 2015, the *Every Student Succeeds Act (ESSA)*, contains key protections for students in foster care in order to promote school stability and success. Under this new federal law, state education agencies must assure that students in foster care remain in their school of origin, unless it is not in their best interest.

#### 2. Who is in Foster Care?

According to the US DOE, children in “foster care” are those who are in state care/custody. These are children/youth that the Department of Children and Families (DCF) has placed in:

- Foster family homes
- Foster homes of relatives

- Emergency shelters residential facilities child care institutions
- Group homes
- Pre-adoptive homes

Additionally, children who are “awaiting foster care placement” are entitled to the same considerations and provisions.

3. Under the ESSA, **school districts must immediately enroll students in Foster Care** in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency.
4. Students in Foster Care **have a right to remain in their school of origin**, if deemed to be in the student’s best interest. The decision regarding what is in the student’s best interest will be determined during an ESSA meeting or phone conference, to be facilitated by Kids Central, Inc. in collaboration with LCS personnel. Decisions about school of attendance and transportation options for the student are decided at the ESSA meeting.

L. Teenage Parent Program (§1003.54, FS)

1. Any pregnant or parenting student presently enrolled in Lake County Schools may enroll in the TAP (Teenage Parent) Program for specialized services. These services include parent education, health education, health-related services, and daycare. In order to participate in this program, the student must:
  - a. be enrolled in their home school; and
  - b. complete the process for TPP enrollment with their school counselor and the Teen Parent Resource Teacher; and
  - c. attend school regularly; and
  - d. adhere to program policies and rules as agreed upon by the student upon enrollment.
2. Arrangements for all program services are made through one of the District Teen Parent Resource Teachers.
3. Please visit the website for more information: [\[TEEN PARENT PROGRAM\]](#)

M. Educational Guardianship

When an enrolling student resides\* with an adult who is not the parent, court appointed legal guardian, or court appointed legal custodian, and living arrangements were made as a result of parental, legal guardian, or legal custodian choice for educational access purposes, specifically excluding high school sports residency eligibility, the following must be provided to the school of enrollment:

\* “Resides” is defined as primary (more than half) nighttime residence.

1. A notarized statement of educational guardianship, signed by the enrolling adult, stating that the student resides with the adult enrolling the student. This will satisfy initial enrollment educational guardianship and residency requirements.
2. A notarized statement of educational and medical guardianship, signed by the student’s parent **and** the enrolling adult, designating and authorizing the enrolling adult to make educational and medical decisions for the student. This document must be provided to the school within 30-days of the enrollment date.
3. Students in these situations **may be** considered homeless and/or unaccompanied youth under federal law. The school Homeless Liaison will make identification and classification decisions and secure appropriate services for such students.

N. Expelled and Suspended Students Safety and Security Department

1. Expulsion: [\[CODE OF STUDENT CONDUCT\]](#) Removal of the right and obligation of a student to attend a public school and participate in school activities.
2. Reciprocal Discipline: The School Board of Lake County, will uphold and enforce disciplinary proceedings from other public school districts. Any student, who has been expelled without services from another school district, shall not be permitted to transfer, enroll, or be admitted to a School Board of Lake County school. This prohibition shall be in effect for the period of time which the student was expelled from the out-of-county school district. If a student was expelled with services/ alternatively placed in another district, Lake County Schools will enforce said expulsion or alternative placement. An official document must be presented that details the length of placement or expulsion, conditions for return and other critical information regarding the placement or expulsion. [§1006.07(1)(b), FS]
3. Suspension: [\[CODE OF STUDENT CONDUCT\]](#) Temporary removal of student from regular school program for a period not to exceed ten school days per suspension.
4. Alternative Disciplinary Placement: [\[CODE OF STUDENT CONDUCT\]](#). The involuntary separation of a student from his/her regular school or traditional educational setting and benefits attached to such placement to a separate alternative school or disciplinary setting with continued educational services.
5. Felony Placement (Due to Off Campus Felony Charges) Any student charged with a felony off campus or a delinquent act which allegedly occurred on property other than public school property may be subject to suspension and administrative placement by the Superintendent/designee into an alternative setting. [\[CODE OF STUDENT CONDUCT\]](#)

O. Immunizations (§1003.22, FS)

Students seeking admission into Lake County public schools must meet the following immunization requirements prior to enrollment:

1. Certificate of Immunizations: A certificate of immunization (month/day/year) against communicable diseases, including those required by Florida Statute, or a valid certificate of medical or religious exemption must be presented prior to admission into a Lake County public school. Per FL Statute §1003.22(4), such certification shall be made on the Department of Health form 680 (formerly known as the blue card) and become a part of each student's permanent record.
2. The Lake County School Board shall refuse admittance or temporarily exclude from attendance any student not in compliance with the immunization requirements for school attendance. This requirement shall not apply to any student listed in 5, 6, or 7 of this section or specifically excluded via federal or state mandates.
3. Schools shall refer students out of compliance to the county health department for required immunizations or to obtain proper immunization documentation.
4. Foreign Transfer Students: Health records of students transferring into a Lake County school from a foreign school are accepted but must include evidence of immunizations as required by Florida Statute.
5. Military Children: A lack of evidence of immunizations must not delay enrollment. The Interstate Compact on Educational Opportunity for Military Children (§1000.36, FS) requires schools to facilitate timely enrollment of children of military families.

- a. Students must be given a 30-day temporary extension from the date of enrollment to obtain any required immunizations.
  - b. For a series of immunizations, the initial vaccinations must be obtained within 30 days of the date of enrollment.
6. Homeless and/or Unaccompanied Youth: a lack of evidence of immunizations must not delay school enrollment. The federal McKinney-Vento Act requires schools to immediately enroll students identified as homeless and/or unaccompanied youth
  7. Students in Foster Care: A lack of evidence of immunizations must not delay enrollment. Foster parents must be given a 30-day temporary extension from the date of enrollment to obtain a required health documentation.
- P. School Entry Health Examinations – School Physicals
1. Health Certificate (Physical)  
Pre-K or Kindergarten: Provide a certificate of physical health completed within the twelve (12) months prior to initial enrollment in school.
  2. Transfer Students: Students transferring into a Lake County school from out-of-state or out-of-country may enroll with evidence of a health examination performed within one (1) year of initial school enrollment.
  3. Military Children: A lack of evidence of a health certificate (physical) must not delay enrollment. The Interstate Compact on Educational Opportunity for Military Children (§1000.36, FS) requires schools to facilitate timely enrollment of children of military families. Students must be given a 30-day temporary extension from the date of enrollment to obtain a required health certificate (physical).
  4. Homeless and/or Unaccompanied Youth: A lack of evidence of a health certificate (physical) must not delay school enrollment. The federal McKinney-Vento Act requires schools to immediately enroll students identified as homeless and/or unaccompanied youth.  
[\[FAMILIES IN TRANSITION \(FIT\)\]](#)
  5. Students in Foster Care: A lack of evidence of a health examination must not delay enrollment. Foster parents must be given a 30-day temporary extension from the date of enrollment to obtain a required health certificate (physical).

Q. School-based Health Screenings

The Florida Department of Health in Lake County administers the following health screenings, at no cost to families, for students in grade levels as listed in the *School Health Screening Schedule* chart:

School Health Screening Schedule				
Grade	Growth & Development (BMI)	Vision	Hearing	Scoliosis
Kindergarten		X	X	
1 <sup>st</sup> grade	X	X	X	
3 <sup>rd</sup> grade	X	X		
6 <sup>th</sup> grade	X	X	X	X

1. Parents of students in each of the grade levels identified in the *School Health Screening Schedule* chart will receive a letter at the beginning of the school year regarding health screenings that will be conducted by the Florida Department of Health in Lake County at the school during the regular school day.
2. Parents electing to decline participation in the health screenings will write a letter to the school principal listing the child’s name and the declined screening.
3. Academic/Grade Placement of Transfer Students
  - a. Students Transferring from Within the State of Florida
 

A student transferring into a Lake County school from any public or private school within Lake County is placed in a comparable grade level, and all records from the previous educational program are accepted.
  - b. Students Transferring from Out-of-State
 

A student transferring into a Lake County school from any public or private school in the United States is placed in a comparable grade level and all records from the previous educational program are accepted.
  - c. Students Transferring from Out-of-Country
 

A student transferring into a Lake County school from any school outside the United States is placed in an appropriate grade level after all records from the previous educational program are reviewed.
  - d. Students Transferring with Inadequate or Incomplete Records
 

A student transferring from a Lake County private school or a public or private school outside the Lake County School District, including foreign schools, with inadequate or incomplete records is placed based upon the information available, including any or all of the following:

    - 1) Student age;
    - 2) A review of all existing school records or transcripts;

- 3) Transcripts, if applicable, from a school or agency qualified to issue grades and credits (grade placement will be made on the basis of credits earned.)

AND/OR a review of the previous educational program, including, but not limited to, time spent in a program and curriculum requirements of the program;

- 4) Interview of the student and the parent/guardian by the principal or designee;
- 5) Performance on end-of-course exam(s) or an alternative assessment, to be determined by the principal, demonstrating mastery of grade level or individual subject area objectives;
- 6) Classroom performance during a probationary period to be established by the principal;
- 7) Elementary and middle school students: the receiving school principal, in cooperation with the student's teacher(s), may establish a temporary grade placement and grading policy, pending receipt of sending school academic records.

#### 4. Academic Screening for Students with No Records

- a. School personnel will determine academic achievement levels through school administered evaluations to complete academic screening for students with no academic records.
- b. The screening should take place as soon after enrollment as possible.

#### 5. Out-of-State or Out-of-Country High School Transfer Students (§1003.433, FS):

- a. Students entering a Florida public high school at the 11<sup>th</sup> or 12<sup>th</sup> grade from out-of-state or out of country shall not be required to spend additional time in a Florida public school to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring.
- b. Those students not proficient in English should receive immediate and intensive instruction in English language acquisition.
- c. In order to receive a standard high school diploma, the student must
  - 1) earn the minimum 2.0 grade point average; AND
  - 2) Pass all state required assessments, as applicable.

#### R. Transfer of Home Education Students into Public School

1. Grade Level Placement: Home school students transferring to a public school will be placed in the appropriate grade level based on a review, completed by the principal or his/her designee, of academic files and annual evaluations completed while in home education. Schools may seek consultation through the Guidance office in College and Career Readiness.
2. School Admissions Documentation: Students from a home education program enrolling or participating in a public school course or program must provide initial entry documents. See zoned school website for information on required enrollment documentation.
3. Bus Transportation: Students enrolling in public school courses and/or full or partial day programs may access regularly scheduled school bus transportation.
4. Special Transportation: Special Transportation will not be provided to home education students attending public school programs or courses part-time.

5. High School: Home education students will need to provide an official transcript of courses taken through schools such as Florida Virtual School. When an official transcript is not available, then the State Uniform Transfer of High School Credits process will be used.
- S. State Uniform Transfer of Students in Middle Grades and High School 6A-1.09941 FAC)
- The uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools from schools outside the State of Florida, or without an official transcript or from home education shall be as follows:
1. Credits and grades on official transcripts shall be accepted at face value and subject to validation, if required by the receiving school. 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 3 of this section.
  2. If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra 1, then:
    - a. The transfer student **will not** take Florida's Algebra 1 EOC if:
      - 1) the student passed the Algebra 1 EOC in a previous Florida school.
      - 2) the student provides proof of passing a Florida Department of Education approved statewide, standardized Algebra 1 EOC or mathematics assessment required by the state from which the student has transferred.
      - 3) the student has a qualifying concordant score.
    - b. The transfer student **will** take the Algebra I EOC if the student did not meet one of the conditions in section a. above. In order to earn a Florida standard high school diploma, the student must pass the Algebra I EOC and the grade 10 English Language Arts or Reading assessment or earn scores on a standardized test that are concordant with a passing score. ELA concordant scores can be substituted at any time.
  3. For students without a complete transcript, 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 if successful with an average of C or higher, credit will be given on a pass/fail basis for courses that precede the course on the sequential flow charts found in the District Curriculum Guide. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection 5 of this section.
  4. For students with an unofficial transcript which shows grades earned through a home education program, those grades will be converted to Pass/ Fail with credits earned in the courses specified. This process must be used in conjunction with the Uniform Transfer of Credits.
  5. Alternative Validation Procedure: If validation based on performance as described in 2 (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:
    - a. Portfolio evaluation by the Superintendent or designee; or
    - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal; or

- c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools; or
- d. Demonstrated proficiencies on nationally-normed standardized subject area assessments\*; or
- e. Demonstrated achievement on, current state assessments in English Language Arts or Reading if a student is in grades 10 and 11, and EOC exam(s) for course(s) as required in order to receive course credit.

\*Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in this section, if required.

#### T. Late Enrolling Students

1. Students who have not been enrolled in any other school during the current year will be given a reasonable opportunity to make up work regardless of the number of days missed.
2. It will be the responsibility of the student and parents to make arrangements with teachers to make up missed work.
3. Make-up work will be completed by the student outside regular class time except when the teacher has sufficient class time to spend on this make-up work. Teachers may arrange for students to come in before school or after school to receive special assistance in completing make-up assignments.
4. For students who do not have grades for the previous marking period(s): the receiving school principal, in cooperation with the student's teacher(s), may establish transfer grades pending receipt of the sending school's academic records.

For elementary, the principal and teacher(s) may use the grades the student earned in the first grading period that was completed in Lake County and then duplicate those for the marking period in which the student missed and then provide a rationale by adding a comment to the Student Information System, such as "This grade is a duplication of grades earned in my class due to lack of transfer records. Final approval will be given by the school administrator."

For Middle and High, students who do not have grades from the previous marking period, the teacher will enter an "X" in the Gradebook for the missing term. This procedure will allow the calculation of the credit and GPA.

#### U. Student Withdrawals Prior to the End of the Year

1. Students withdrawing two or more weeks prior to the end of the school year must enroll in another school to finish the grade-level requirements for promotion.
2. Students who are required to leave school during the last two weeks of the year must show evidence that the withdrawal is mandatory and must successfully complete class work assigned by the school in order to pass the course.
3. Principals are authorized to make appropriate arrangements for the administration of any tests or examinations as appropriate.
4. Principals may waive these requirements when unusual and extenuating circumstances exist.

## V. Changes to Grades and Report Cards

Grades shall be a measure of a student's progress and achievement in mastering his/ her grade level standards and reported to parents in report cards posted every 9 weeks.

1. The grading system for students is set forth in this document, the Student Progression Plan, and conforms to Florida Statutes.
2. The teacher shall have the primary responsibility for assigning grades to indicate a student's progress in class, in accordance with this document and subject to the school principal's review.
3. Grades may be changed due to a variety of reasons, including but not limited to, missing work that was made up, an exam taken after the exam day, remediation, a redo or an incomplete grade.
  - a. When the teacher deems that a grade needs to be changed and it cannot be changed by the individual teacher's online gradebook, then a grade change form must be completed and submitted.
  - b. A grade change form can only be submitted after it has been signed by the teacher and the school principal.
4. For grade changes to high school courses: due to the integrity needed to ensure the transcript is a true reflection of courses taken and grades earned, please see the High School Progression Plan section.

## II. STATE AND DISTRICT ASSESSMENTS

### A. Lake County Schools Assessments

1. Each student must participate in statewide assessments as required by Florida Statute.
2. Each student not meeting specific academic performance criteria, as determined by the District School Board, in reading for each grade level or who scores below Level 3 in reading or mathematics on the current state assessments, may be provided additional diagnostic evaluation to determine the nature of the difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.
3. The District School Board will report individual statewide assessment test results to each student's parent/guardian.
4. The school in which a student is enrolled shares assessment and academic screening scores with students and their families.

### B. State and District Assessments Administered in Lake County Schools:

State Tests	Students/Courses	Type	Purpose/Required Use
ACCESS for ELLs	ELL Students	Diagnostic	Measures English language acquisition of ELLs.
Alternate ACCESS for ELLs	ELL Students in Access Points Courses	Diagnostic	Measures English language acquisition of ELLs with significant cognitive disabilities.
Florida Assessments for Instruction in Reading (FAIR))	Students in grades 6-12 who score level 1 on current state ELA assessment	Diagnostic/Progress Monitoring	Provides general estimate of students' reading ability/monitors students' progress toward meeting grade-level skills in reading.
Coordinated Screening and Progress Monitoring	VPK-Grade 2	Diagnostic/Progress Monitoring	Provides information in mastering the appropriate grade-level standards and to provide information on students' progress to parents, teachers, and school and program administrators. Used to provide data for accountability of the Voluntary Prekindergarten Education Program.
Coordinated Screening and Progress Monitoring for Statewide English language arts and mathematics assessments aligned to B.E.S.T. standards	ELA Reading: Grades 3-10 ELA Writing: Grades 4-10 Math: Grades 3-8	Summative	Purpose: Measures student achievement of Florida's academic standards (B.E.S.T., Florida standards, Next Generation Sunshine State Standards).  Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; VAM; scholar designation; federal reporting; Credit
End Of Course (EOC) exams	Algebra 1, Geometry, Biology 1, Civics & U.S. History	Summative	

Florida Standards Alternate Assessment (FSAA)	ELA: Grades 3-10 Math: Grades 3-8 EOC: Algebra 1, Geometry, Civics, U.S. History & Biology 1	Summative	Acceleration Program (CAP); school improvement plans; school, district, state, and federal reporting.
Statewide Science Assessment	Grades 5 & 8	Summative	
PSAT/NMSQT	Grade 10	Summative	Informs course placement.
Florida Civics Literacy Exam (FCLE)	U.S. Government Course	Summative	If passed, exempts students from the postsecondary civic literacy assessment requirement established by s. 1007.25(4), F.S.
SAT	Grade 11	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities.
The National Assessment of Educational Progress (NAEP)	Varies: Schools and students are picked randomly, students chosen will receive parent notification	Evaluative	Measures student performance for comparison among state and national populations over time.

District Tests	Students/Courses	Type	Purpose/Required Use
Lake Standards Assessments (LSA) Quarterlies &	Science: Grades 5 & 8 End of Course Exams: Algebra 1, Geometry, Biology 1, U.S. History & Civics	Progress Monitoring	Evaluates where students are in progress towards mastery of the state standards/used to drive instruction, program evaluation and progress monitor.
PSAT 8/9	Grades 8	Summative	The PSAT 8/9 is the first test in the SAT Suite of Assessments/tightly aligned with the SAT and PSAT/NMSQT. It establishes a baseline for college and career readiness.
PSAT/NMSQT	Grade 9 (Grade 11 TBD)	Summative	Informs course placement and National Merit Scholarship Qualifying Test. May be used as a math comparative score for graduation purposes.
Postsecondary Education Readiness Test (PERT)	Students who qualify for Dual Enrollment	Diagnostic	Aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. Used to qualify for dual enrollment.
NNAT -3	Grade 1	Ability Test	A nonverbal, culturally neutral assessment of general ability that is ideal for use with a diverse student population/used for identifying gifted and talented students.
i-Ready Math and Reading	Grades K-5	Progress Monitoring	A research-based program aligned to the Florida standards that provides a monitoring of students' progress towards mastery of mathematical and reading skills and concepts. It is a computer-adaptive assessment that assesses all domains for each grade, K-5. The district will use the diagnostic, for Progress Monitoring purposes.
Amira	Grade 3 for alternate promotion	Summative	Amira is designed around the pillars of literacy and targets foundational reading skills and comprehension strategies.
Lexia Core5	Lexia Core5	Progress Monitoring	Built on the science of reading, Lexia® Core5® Reading is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the

			critical shift from learning to read to reading to learn.
Advanced Placement (AP) Exams	AP Course	Summative	Exams offered by the College Board and are taken each May by students. The tests are the culmination of year-long Advanced Placement courses.
Career & Technical Exams (CTE)	CTE Course	Summative	Exams offered after CTE courses which can lead to industry certifications.
SAT and ACT Non-College Reportable (NCR)	Students in grades 11 & 12 who have not passed the state reading and/or math test/s for graduation purposes	Summative	Used for students to earn a concordant or comparative score for graduation purposes only. These scores cannot be used for any other purpose such as college admission or scholarships.
Cambridge (AICE)	Course	Summative	Exams are offered by Cambridge Assessment International Education and are taken at the end of the course. The exams are the culmination of year-long AICE courses.
Classic Learning Test (CLT)	Students in grades 11 & 12 who have not passed the state reading and/or math test/s for graduation purposes	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities
International Baccalaureate (IB)	Course	Summative	Exams are offered by the International Baccalaureate and are taken at the end of the course. The exams are the culmination of year-long IB courses.
Armed Services Vocational Aptitude Battery (ASVAB)	Students in grades 11 & 12 will have the opportunity to participate in this assessment.	Summative	Exams are offered by the Armed Forces and are scheduled at least once per year during the school day.

## 2025-2026 Assessment Graduation Requirements

Reading		
Entered 9 <sup>th</sup> Grade	State Test	Score
<b>2022-2023 through 2025-2026</b> Freshman-Seniors	GR 10 FAST PM 3 Reading	<b>247</b>

Concordant Scores for FAST Grade 10 ELA Reading		
Assessment	Students Who Entered Grade 9 2022-2023 to 2025-2026 (Freshman-Seniors)	Students Who Entered Grade 9 2022-2023 Can Also Use (Seniors)
SAT Reading & Writing section	490	480 (or 480 EBRW prior to Spring 2024)
PSAT/NMSQT Reading & Writing section	470	
PSAT 10 English & Writing section	470	
ACT English & Reading (averaged)	18	
Pre ACT Secure English & Reading (averaged)	18	
CLT Grammar/Writing & Verbal Reasoning (sum)	39	36
CLT 10 Grammar/Writing & Verbal Reasoning (sum)	39	

Note: For ACT and CLT- highest subtest score from any test administration used and round up

Math		
First took ALG 1 EOC	State Test	Score
<b>Spring 2016-Spring 2022</b>	FSA ALG 1 EOC	<b>497 FSA Scale</b>
<b>Winter 2022-Fall 2023</b>	BEST ALG 1 EOC	<b>398 BEST Scale</b> <b>497 FSA Scale</b>
<b>Winter 2023 forward</b>	BEST ALG 1 EOC	<b>400 BEST Scale</b>

Note: Students whose first ALG 1 course was prior to 2022-2023 SY may use the BEST ALG 1 EOC *Alternate Passing Score of 398*

Comparative Scores for BEST ALG 1 EOC Assessment		
Assessment	Freshman-Seniors	Students Who Entered Grade 9 2022-2023 Can Also Use (Seniors)
SAT Math	420	
PSAT/NMSQT Math	430	
PSAT 10 Math	430	
ACT Math	16	
Pre ACT Secure Math	16	
CLT Quantitative Reasoning	14	11
CLT 10 Quantitative Reasoning	14	
Statewide GEO EOC Assessment	Level 3 (Scale Score 404)	401 if took BEST ALG 1 prior to Winter 2023

For more info and historical Grad Test Requirements click here: [Graduation Requirements for Florida Statewide Assessments](#)  
Updated July 21, 2025

Scholar Diploma Designation

To earn a Scholar Diploma Designation, students must earn a passing score on the state Geometry, Biology 1 and U.S. History EOC. Passing scores for the new, state EOCs based on the B.E.S.T standards are TBA. A student meets this requirement without passing the Biology 1 or U.S. History EOC assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student:

- o Takes the respective AP, IB, or AICE assessment, and
- o Earns the minimum score to earn college credit.

<b>Lake Sumter State College Dual Enrollment Qualifying Scores</b>			
Test	Reading	English/Writing	Math
ACT	19	17	19
SAT	24	25	24
PERT	106	103	114

  

<b>University of Florida Dual Enrollment Qualifying Scores</b>	
Test	Composite Score
ACT	22
SAT	1100
PSAT 10 or PSAT/NMSQT	1130

<b>University of Central Florida Dual Enrollment Qualifying Scores</b>	
Test	Composite Score
ACT	28
SAT	1330

### C. School-Based Progress Monitoring

Students not meeting grade level expectations receive increasing intense instruction/ intervention services to support student academic achievement. Students will receive an MTSS intervention plan that identifies instruction/intervention supports through a Problem- Solving/Response to Instruction/Intervention process as part of a Multi-Tiered System of Supports. Through the process, ongoing progress monitoring provides data to determine the student's progress and attainment of academic or behavior skills.

The following table provides a list of some of the progress monitoring instruments available for use in Lake County Schools.

### III. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)/ ENGLISH LANGUAGE LEARNERS (ELL)

ELL students shall have equal access to education programs which include both intensive English language instruction and the basic subject matter areas of math, science, social studies and computer literacy which is understandable to the ELL student given his/ her level of English language proficiency and equal and comparable in amount, scope, sequence and quality of instruction provided to English proficient students.

1. ELL students must consistently be provided with all strategies, accommodations, and/ or modification to curriculum, instruction and assessments **in all subject areas** in order to make it comprehensible to the student at his/ her level of English language proficiency.
2. ELL students will receive grades based on their progress in acquiring English language skills and progress towards completion of the district's student progression plan. It is important for all English Language Learners to be given grades that reflect the work they are capable of completing for their English language proficiency level without penalty.
3. ELL students may not be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated and/ or modified (if necessary) to meet their language needs and documentation of such strategies, accommodations, and/ or modifications (if necessary) are not available.

For more information on this program, and the ESOL Program Guide, please visit the LCS Internet at Federal Programs Department, ESOL/ ELL Support link: [\[ESOL PROGRAM GUIDE\]](#)

#### IV. PHYSICAL EDUCATION POLICY §1003.455, FS

- A. Lake County Schools provide physical education programs that stress the benefits of physical fitness and healthy, active lifestyles and encourage all students in pre-kindergarten through grade 12 to participate in physical education.
- B. Students may access one-on-one counseling concerning the benefits of physical education from their physical education teacher, counselor, or other appropriate personnel.
- C. The Lake County Schools physical education programs shall consist of physical activities of at least a moderate intensity level and for duration, subject to student capabilities, sufficient to provide significant health benefits to students.
- D. All Lake County Schools physical education classes will be based on current Florida standards.
- E. The physical education policy for students in Kindergarten through grade 12 includes the following:
  - 1. Waivers:
    - a. Kindergarten through grade 12 students with disabilities and/or a doctor's note to be excused from physical education:
      - 1) Medical waivers will not excuse students from satisfying state and/or district physical education requirements. The physical education teacher would adapt any physical education course taken by a student with disabilities based on the student's needs and limitations.
      - 2) The student may take one of the appropriate adaptive physical education courses listed in the Course Code Directory if the student has an active IEP.
    - b. Students in grades K-8 are eligible to waive the physical education requirement if they meet either of the following criteria:
      - 1) The student is enrolled or required to enroll in a remedial course.
      - 2) The student's parent indicates in writing to the school:
        - a) a request that the student enroll in another course from among those courses offered as options by the school district; or
        - b) that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.
  - NOTE: A new written request from the student's parent is required for each year a student is eligible and requests to waive physical education.
  - 2. Elementary: Elementary students in grades kindergarten through grade 5 and students in grade 6 who are enrolled in a school containing one or more elementary grades shall be provided 150 minutes of physical education each week.
    - a. On any day where physical education is taught, there must be at least 30 consecutive minutes per day.
    - b. The physical education will be taught by any instructional personnel, regardless of certification, designated by the school principal.
  - 3. Middle: Middle grades students are required to complete the equivalent of one class period per day of physical education for one semester of each year enrolled in grades 6-8. GRADES 6-8 PHYSICAL EDUCATION WAIVER LETTER

4. High School:
  - a. Students must complete the Health Opportunities through Physical Education (HOPE) requirements. The course combines the health and PE standards and will include the District Reproductive Health & Disease Prevention Education requirements.
  - b. Students opting to satisfy the HOPE requirement through course substitutions should refer to the district HIGH SCHOOL HOPE WAIVER OPTIONS
- F. Each elementary school shall provide, in addition to the 150 minutes of physical education, 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. The removal of recess shall not be used as a consequence, per F.S. 1003.455(6). This requirement does not apply to charter schools.

## V. ELEMENTARY SCHOOL STUDENT PROGRESSION PLAN

### A. Introduction

1. The Elementary Student Progression Plan ensures a consistent program for students of the District to progress continuously from one level of the curriculum to the next based on state and local guidelines.
2. Lake County elementary schools are schools that primarily serve students in kindergarten through grade 5.
3. The Lake County school system assures that all students, to the extent of their individual physical, mental and emotional capacities, will receive instruction in and achieve mastery of the basic skills in reading, writing, mathematics, science, and social studies.
4. All elementary academic subjects have district approved course outlines, provided to teachers, which include the Florida State Board of Education curriculum frameworks and current Florida standards and define the performance standards to be measured by teacher administered assessments and the current state assessments and Statewide Science Assessment for grade 5.
5. Schools will have a system to ensure parent-teacher conferences/communications are conducted at least twice yearly.
6. Through a Multi-Tiered System of Supports (MTSS), multiple tiers of increasingly intensive interventions are implemented to support student achievement. School-based Problem- Solving Teams meet regularly throughout the school year to review school-wide and grade/course level data, identify trends and develop action plans to improve academic and behavioral systems. Through this universal data analysis, students who are performing at levels which are significantly discrepant from their peers are identified as needing supplemental interventions and supports delivered individually or in small groups at increasing levels of intensity. Specific interventions will be matched to identify student needs through the four-step problem-solving process, utilizing data from various screening, progress monitoring, and diagnostic assessments. The students' response to the implemented intervention will be progress monitored on a regular basis as determined by the Intervention Protocol established by the Problem-Solving Team (PST). Course offerings may be altered or modified in accordance with the school's Progress Monitoring Plan (PMP). For more information refer to Lake County Schools MTSS web page:

[\[MTSS RTL-PBS SUPPORT\]](#)

### B. Curriculum Frameworks

1. The State Board of Education has established Florida standards and curriculum frameworks in the basic elementary subject areas.
2. Student mastery of the basic skills will be in accordance with the criteria established by current Florida standards and curriculum frameworks and through basic programs in English Language Arts, mathematics, science, social studies, computer education, physical education, health, environmental education, economics, and the fine arts.
3. Instructional offerings and techniques in all subject areas shall include strategies promoting the development of critical thinking and problem-solving skills.

4. Individual student course offerings may be altered or modified, in accordance with the school Progress Monitoring Plan (PMP), to address academic needs in reading, writing, and mathematics.
5. Academically Challenging Curriculum to Enhance Learning (ACCEL) options, educational options that provide academically challenging curriculum or accelerated instruction, are available to eligible public school students in kindergarten through grade 12. (§1002.3105(5), FS)

C. Program of Study in Elementary School

1. General Curriculum Requirements

For grades K-5, the following shall be taught:

- English Language Arts
- Mathematics
- Science
- Social studies
- Computer education (where available)
- Media (where available)
- Music
- Character education
- STEAM and/or Art

For details regarding Physical Education see Section IV.

2. Health Related Education: Students will receive health related instruction in the FDOE and School Board approved Health Education Program.
3. Prevention Education: Students will receive instruction in substance abuse prevention, violence prevention and child trafficking prevention following District adopted program/curriculum.
4. School principal will certify instruction of district/state elementary curriculum in all areas.

D. Virtual Education Programs/Lake County Virtual School

Students will follow the same promotion guidelines as a traditional Lake County elementary school student. Mastery-based learning is implemented, and three curriculum options are available. Please visit the link below for more information. [LAKE COUNTY VIRTUAL SCHOOL](#)

E. Evaluation of Student Achievement and Progress (§1008.25, FS)

1. Each student must participate in the statewide assessment tests required by Florida Statute.
2. Each student must participate in the progress monitoring assessments required by both the district and the school of enrollment.

Each student not meeting specific levels of performance as determined by the district School Board in reading, writing, science, and mathematics for each grade level, or not meeting specific levels of performance as determined by the Commissioner of Education

on statewide assessments at selected grade levels, may receive additional diagnostic assessments to assist in identifying specific areas of academic need. These needs, the root causes for their existence, and potential interventions to close the achievement gap, are identified through a four-step problem-solving process. Multiple tiers of increasingly intensive instruction and interventions which are matched to student needs are subsequently implemented to support student success. Intervention fidelity and student progress within the interventions are monitored closely to assist Problem Solving Teams in determining the students' response to the instruction and interventions developed, as well as to determine next steps necessary to increase student achievement. For more information refer to Lake County Schools MTSS web page: [\[MTSS RTL-PBS SUPPORT\]](#)

3. The District School Board will annually report, on the student report card, to the parent/guardian of each student the student's progress toward achieving state and district reading, writing, science, and mathematics expectations for achievement excluding science grades in kindergarten through second.
4. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, District and state assessments, and other relevant information.
5. Schools shall provide for frequent monitoring of student progress in meeting desired performance levels.
6. The District School Board shall assist schools and teachers in implementing research-based reading activities proven successful in teaching reading to students with substantial reading deficiencies.

F. Grading Policies K-5 (§1003.33, FS)

Lake County School District offers a standards-based curriculum and strives for consistency so that a course grade reflects the learning of what students have mastered in relation to the grade level standards.

1. Each classroom teacher is assigned the initial and primary authority and responsibility to maintain attendance records and to assess academic performance for each student enrolled in the teacher's class.
  - a. Teachers may issue an "I" for "Incomplete". The Incomplete may only be initiated and issued by a teacher due to circumstances that include, but are not limited to: illness of student, serious illness of caretaker, entering school late in the grading period, competency-based learning (content attempted but not yet mastered) and other reasons as deemed appropriate by the teacher and school administration. When an Incomplete is issued during the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> 9 weeks, it is the student's responsibility to have all assignments completed and submitted to the classroom teacher before the end of the grading period that immediately follows. When an Incomplete is issued during the 4<sup>th</sup> 9 weeks, it is the student's responsibility to have all assignments completed and submitted to the classroom teacher by the beginning of the following school year. If the student does not submit all work to the teacher before the end of the specified grading period, the student record reflects the actual grade earned during the grading period where the Incomplete was issued.
  - b. Teachers must maintain consistent grading practices for all students. (See ESE section of this document for additional guidance regarding grading of students with

disabilities.) The teacher will record students' grades in the Student Information System.

2. Academic reporting, recorded on report cards, will consist of the following:

Kindergarten, 1 <sup>st</sup> and 2 <sup>nd</sup> Grades	ELA and Mathematics
3 <sup>rd</sup> Grade	ELA, Mathematics, and Science
4 <sup>th</sup> and 5 <sup>th</sup> Grades	ELA, Mathematics, Science and Social Studies

\* English Language Arts will include Writing.

**NOTE:** All K-12 educational instruction is based on Florida standards, §1003.41, FS. As such, all content areas for any grade level must be taught, and grades recorded on report cards, within the academic year for that grade and may be embedded within the reading instruction. Grades for enrichment experiences (i.e., music, physical education, media, computer) in grades K-5 are not reported/recorded.

3. Report card grades – nine weeks grades, using the following numeric equivalents, will be recorded in the class record file(s) for each subject as follows for grades K - 5:

Numerical Grade	Letter Grade	Rating
90-100	A	Outstanding progress
80-89	B	Above average progress
70-79	C	Average progress
60-69	D	Lowest progress
0-59	F	Failure
	I	Incomplete

4. Teachers may assign grades based on current Florida grade level standards from the following academic indicators for students in grades K through 5:

- Assignment resubmissions
- Class participation
- Demonstrations
- Drawings (maps, charts, etc.)
- Dropping lowest grade
- Extra credit work
- Long term assignments
- Panel discussions
- Performances
- Projects (home or school)
- Remediation of content
- Reports
- Retaking tests
- School assignments
- Self-evaluation
- Tests
- Writing assignments

**Note:** The LSAs along with other computer based supplemental programs that are used for progress monitoring or diagnostic assessments may not be graded. Computer based supplemental programs that are based on current grade appropriate standards being taught and used to reinforce essential standards may be graded. They will be used to supplement but not replace core curriculum as the primary instructional tool.

5. Students will be provided with an opportunity to improve grades in all courses listed in the Florida Course Code Directory by allowing redos of assignments, quizzes, tests, projects, etc. using the highest grade earned. Students must make an initial attempt and participate in additional learning opportunities as part of the redo process. These learning opportunities could include correcting errors, intervention time, completion of a task, etc. with teacher feedback. A retake of an assignment or an assessment must be on the same standard(s)/content however, it does not have to be in the exact format as the original, nor does it have to include the entire task if mastery has been demonstrated on a portion of the task. (The above section 5 may not apply with Code of Student Conduct violations.)

6. A clear, understandable, and consistent method of recording and assigning grades shall be maintained by teachers throughout a school year. Teachers will be expected to adhere to their contractual obligation for student grade reporting timelines.
7. Daily grades will be based on current Florida grade level standards, with a minimum of nine grades per grading period, one per week.
8. No single assignment may be weighted more than 30% of the total grade per grading period.
9. Progress reports indicating student performance shall be available to parents at the midpoint of each grading period.
10. When a student's performance is failing or drops one letter grade, the teacher shall communicate such information to the student and contact the student's parent(s)/guardian(s). (Mid-point parent notification will meet this requirement.)
11. The evaluation of conduct and behavior shall be recorded and reported on the report card each grading period and shall be separate from academic grades.
12. Attendance, including absences and tardiness, shall be recorded and reported on the report card each grading period and shall be separate from academic grades.
13. Report cards shall be available at the end of each grading period as scheduled by the School Board at the beginning of each school year or by a school's individual needs as approved by the School Board.
14. Yearly grades will be determined by averaging the four nine-week grading periods and the average will be recorded in the class record file.
15. The final report card for the school year shall contain a statement indicating end-of-the-year status of performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion (§1003.33(2), FS).
16. Any parent/guardian request for review, modification to, or appeal of a teacher's student assessments and evaluations shall be conducted pursuant to the following procedures:
  - a. The student's parent(s)/legal guardian(s) shall arrange a conference at the proper time and place with the individual teacher, whose assessment or evaluation is in question, to discuss the matter.
  - b. If dissatisfied with the outcome of the teacher conference, the parent(s)/legal guardian(s) may appeal to the teacher's principal to conduct a second review of the teacher's student assessment or evaluation.
    - (1) The principal shall, upon request, arrange for a conference, at a proper time and place, with the following parties: the principal, the teacher, the parent(s)/guardian(s), and the student.
    - (2) The principal will collaborate with their Regional Executive Director following such a conference, and the findings shall be final.
17. Any general education student failing to show expected progress toward mastery of the required Florida standards in reading, writing, science, and mathematics will receive tiered support, matched to identified student needs as a result of data analysis within the four-step problem solving process. Student progress because of the instruction/interventions are

monitored closely to assist Problem Solving Teams in determining the students' response to instruction and interventions developed, as well as to determine next steps necessary to increase student achievement.

18. Per Florida Statute 1008.25(6)(a)5: Any student in a Voluntary Prekindergarten Education Program through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must:
  - a. Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either:
    - 1) Daily targeted small group mathematics intervention based on student need; or
    - 2) Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.

“After initial notification, the school shall apprise the parent monthly of the student’s progression to intensive math interventions and supports. The parent may request more frequent notification of the student’s progress, more frequent interventions and supports and earlier implementation of the additional interventions or supports described in the initial notification.”

19. Any student in a Voluntary Prekindergarten Education Program through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of the grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions. The student’s reading proficiency must be monitored, and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the following:
  - a. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student’s difficulty in learning and lack of achievement in reading.
  - b. A description of the current services that are provided to the child.
  - c. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
  - d. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
  - e. The individualized progress monitoring plan must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available.

After initial notification, the school shall apprise the parent monthly of the student’s progression to intensive reading interventions and supports. The parent may request more frequent notification of the student’s progress, more frequent interventions and supports,

and earlier implementation of the additional interventions or supports described in the initial notification.

\*\*In the event a Distance Learning Plan (DLP) must be implemented due to school or district closure, attendance and grading policies will align with the guidelines set forth in the DLP.

G. Promotion, Grades K, 1, 2, 4, and 5 (Appendix A)

1. Student promotion in Lake County's public schools is based on an evaluation of each student's achievement.
2. The following shall be considered when recommending promotion:
  - a. Grade level appropriate mastery of Florida standards in reading, writing, science, social studies, and mathematics as documented in report card grades
  - b. State assessments in English Language Arts, Mathematics, and Science
  - c. Alternative assessment results
3. The primary responsibility for determining student performance level and ability to function academically, socially, and emotionally at the next level lies with the classroom teacher.
4. The school principal, in consultation with the student's teacher(s) and parent(s), shall make the final determination in all promotion considerations.

H. Promotion, Grade 3 (Appendix A)

1. Students in 3<sup>rd</sup> grade must score at Level 2 or above on the current state reading assessment or the Florida Alternative assessment English Language Arts to promote to the next grade, unless promoted under "Good Cause Exemption".
2. Third grade students who missed both the regular state assessment administration and make-up administration or who score a level 1 on the current state reading assessment will need to prove through portfolio or alternative assessments that they meet the standards to move to the fourth grade. The alternative assessment used for this purpose will be administered to all eligible students in the spring following the current state reading assessment.
  - a. If the same alternative assessment is given in another state, then those scores for the student can be used.
  - b. A parent must receive prior approval from the school if they choose to have a licensed institution (tutoring center) with certified staff administer the state alternative assessment to the student. This administration will be at the parent's expense.

I. Alternative Promotion Consideration (Grades K-2 and 4-5) (§1008.25, FS)

1. No student may be assigned to the next grade level based solely on age or other factors that constitute social promotion.
2. In order to alternatively promote a student not meeting academic promotion requirements, a committee of school-based professionals who understand the student's status must determine that one or more of the following criteria apply:
  - a. Previous retentions
  - b. English Language Learner (ELL) students with less than two years in an English for Speakers of Other Language (ESOL) Program who score at achievement Level 1 on the current state English Language Arts or Reading Assessment.

- c. Students identified as having a disability under section IDEA or Section 504.
  - d. Severe health issues.
  - e. Evidence demonstrating adequate student achievement.
  - f. Current state assessment in English Language Arts/Reading and Mathematics scores at Level 2 or above.
  - g. Student performance on appropriate alternative assessment(s). If a student with a disability was working on General Education standards and because of a change in program the student is now working on ACCESS standards, the student could be considered for alternative promotion if on ACCESS standards for at least a year.
3. The school principal, in consultation with the teacher(s), shall make the final determination in all alternative promotion considerations as stated above in number 2.
- J. Placement Due to Good Cause (3<sup>rd</sup> Grade Mandatory Retentions) (§1008.25, FS):
- 1. No student may be assigned to the next grade level based solely on age or other factors that constitute social promotion.
  - 2. A grade 3 student who has not met requirements for promotion may be assigned to the next grade level if “Good Cause” is shown. “Good Cause” exemptions shall be limited to the following grade 3 students:
    - a. Grade 3 Limited English Proficient Students who have had less than two (2) years of instruction in an English for Speakers of Other Languages (ESOL) Program, OR
    - b. Grade 3 students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education Rule, OR
    - c. Grade 3 students who demonstrate an acceptable level of performance on a state- approved alternate reading assessment, OR
    - d. Grade 3 students who demonstrate mastery through a student portfolio, pursuant to Rule 6A-1.094221 FAC:
      - 1) The portfolio option, if selected, must meet assessment criteria from standards aligned materials.
      - 2) The portfolio must be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom from state approved standards aligned materials.
      - 3) The portfolio must include evidence that the standards assessed by the grade 3 statewide English Language Arts assessment have been met. Evidence is to include grade-level passages that are approximately fifty (50) percent literary test and (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 English Language Arts Florida standards.
      - 4) The portfolio must be an organized collection of assessment evidence of the student’s mastery of the English Language Arts Florida standards. For each standard, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per standard.

- 5) The portfolio must be signed by the teacher and the principal and be an accurate assessment of the required reading skills.

“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.”

- e. Grade 3 students with disabilities who take the current state reading assessment, and whose IEP or 504 Plan states that the student has received intensive remediation in reading for more than two years but who still has a deficiency in reading **and** was previously retained in Kindergarten, grade 1, grade 2, or grade 3, OR
  - f. Grade 3 students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading **and** who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years.
  - g. A student may not be retained more than once in grade 3 even if the number of years in reading intervention and previous retentions have not been met.
3. Any student without a score from the current state reading assessment will need to demonstrate mastery of the standards by meeting one of the Good Cause Exemptions above as specified by the district.
  4. Grade 3 students promoted to grade 4 for “Good Cause” exemptions 2. a), b), e), and f) must be provided supplemental/intensive reading instruction/interventions. Specific interventions will be matched to identified student needs through the four-step problem-solving process, utilizing data from various screening, progress monitoring, and/or diagnostic assessments. The student’s progress will be systematically monitored to determine the student’s response to the instruction/interventions provided.
  5. Grade 3 students with demonstrated mastery of grade-level competencies through alternative assessment or portfolio review per sections 2. c) and 2. d) should not require progress monitoring and, therefore, should not require intensive reading instruction.
    - a. For Portfolio completion, students may attend Third Grade Intensive Summer Reading Camp if needed.
    - b. The Portfolio shall be district approved based on state criteria.
  6. Both the school principal and the District Superintendent must approve, in writing, “Good Cause” promotions.
  7. ESOL/ELL: Lake County Schools current ESOL Program Guide found at:  
[\[ESOL PROGRAM GUIDE\]](#)
- K. Mid-Year Promotion for Retained Third Grade Students (§1008.25(7)(b)4, FS)
1. Mid-year promotions of retained third grade students should occur during the first semester of that academic year.
    - a. To be eligible for mid-year promotion on or before November 1, in any given school year, a student must have all of the following:
      - 1) Is a successful and independent reader as demonstrated by reading at or above grade level;
      - 2) Has progressed sufficiently to master appropriate fourth grade reading skills.
      - 3) Has met any additional requirements, such as satisfactory achievement in other

curriculum areas, as determined by the policies of the school board.

(a) Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in Grade 3 English Language Arts.

b. To be eligible for mid-year promotion after November 1, a student must demonstrate mastery of reading skills consistent with the year and month of promotion to fourth grade as presented in the scope and sequence of the District's core reading program [Rule 6A-1.094222, FAC]. Successful completion of portfolio elements that meet state criteria:

1) To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third grade state standards for English Language Arts and beginning mastery of the Benchmarks for fourth grade.

2) The student portfolio must meet the following requirements:

a. Must meet assessment criteria from standards aligned materials.

b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom from state approved standards aligned materials.

c. Include evidence that the standards assessed by grade 3 statewide English Language Arts Assessment have been met. Evidence can include successful completion of multiple-choice items and text based responses, chapter or unit tests from the district adopted core reading curriculum or the state-provided third grade student portfolio. Portfolios should contain (50%) percent literary and fifty (50%) percent informational texts; and

Must be signed by the teacher and the principal and be an accurate assessment of the required reading skills.

ESOL/ELL: Lake County Schools ESOL Program Guide [\[ESOL PROGRAM GUIDE\]](#)

2. The school principal, in consultation with the teacher(s), shall make the final determination in all mid-year promotion considerations.

L. Retention (§1008.25, FS)

1. Students in grade 3 must score a level 2 or higher on the current state reading assessment to be promoted.

- Grade 3 students who are retained due to not meeting grade 3 promotion requirements on the statewide reading assessment may participate in the school district's summer reading camp and be provided a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension. This 90-minute reading block must include integration for science and social studies content.

2. A student may be retained between grades K-5 if minimum promotion criteria are not met.

3. Students who continue to score at Level 1 on the statewide reading assessment test in grade 3 must be retained, unless there is "Good Cause" and receive intensive instruction that takes into account the student's learning style and that differs from the previous year's instructional program.

4. Students who are retained, and students needing remediation or intensive instructional

support, will be referred to the school's Problem-Solving/Response to Intervention team.

5. Students needing remediation or intensive instructional/behavioral support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments. Interventions will be designed based on the four- step problem solving model as part of a Multi-Tiered System of Supports.
6. A first time retained 3<sup>rd</sup> grade student must be placed with a Highly Effective teacher who is reading endorsed. A 3<sup>rd</sup> grade student who has been retained two or more years must be placed with a highly effective teacher in an intensive acceleration classroom.
7. The Problem-Solving Team will review student records to determine if promotion criteria have been met and will make promotion or retention recommendations to the principal.
8. The principal will consider the Problem-Solving Team recommendations and parent input in determining student promotion and/or retention.
9. When student academic deficiencies in reading, writing, science and/or math are identified, progress monitoring will be developed that may structure a student's curriculum with emphasis on those deficiency areas and may eliminate enrichment instruction.

ESOL/ELL: Lake County Schools ESOL Program Guide [\[ESOL PROGRAM GUIDE\]](#)

10. The school principal, in consultation with the teacher(s), shall make the final determination in all retention considerations.

#### M. Retention Prevention

Refer to the Lake County Schools Comprehensive Reading Plan which can be accessed at the Florida Department of Education *Just Read, Florida!* Website: [\[JUST READ, FLORIDA!\]](#)

#### N. Remediation Programs

Refer to the Lake County Schools Comprehensive Reading Plan which can be accessed at the Florida Department of Education *Just Read, Florida!* Website: [\[JUST READ, FLORIDA!\]](#)

#### O. Academic Acceleration/Academically Challenging Curriculum to Enhance Learning (ACCEL) (§1002.3105(5), FS)

Option for academically challenging curriculum and/or accelerated instruction, which may include whole-grade promotion; mid-year promotion; and/or subject-matter acceleration for eligible public school students grades Kindergarten through 12.

1. A parent/guardian may request ACCEL or academic acceleration consideration of their child.
2. A principal may initiate ACCEL or academic acceleration for a student.
3. A school-based ACCEL Team meeting must be scheduled to review the parent/guardian or principal request, student eligibility, and data. The team meeting could include the following professionals: principal, (receiving and sending principals only if a school change would result in the acceleration from elementary to Middle Grades or Middle Grades to high school), school counselor, teacher(s), school psychologist, social worker, ESE District office program specialist (only if the student is in an ESE program, including gifted), and the parent(s)/guardian(s). Other professionals may be included, dependent on student needs.
4. Eligibility and Requirements to be considered include, at a minimum:
  - a. Student performance on a District determined: assessment; or statewide assessment; or standardized assessment

- b. Student grade point average
  - c. Student attendance and conduct records
  - d. Recommendations from one or more of the student's teachers in core-curricula courses
  - e. School counselor recommendation
5. Evidence demonstrating student mastery of the grade level skills appropriate to the year and month of acceleration must exist and may include formal evaluation, passing scores on exit or end-of-course exams, or other documentation of high skill levels appropriate to the month and year of acceleration.
- a. If student scores in both reading and math are commensurate with the desired advanced grade and month level, the student would be considered for whole-grade acceleration.
  - b. If student scores in either reading or math are commensurate with the desired advanced grade and month level, the student would be considered for subject acceleration.
6. The student's principal, in conjunction with the ACCEL team members, will document student information on the Consideration of Academic Acceleration Form which addresses academic and social-emotional development and make the final determination as to whether or not to accelerate a student.

## VI. MIDDLE GRADES STUDENT PROGRESSION PLAN

### A. Introduction

1. The Middle Grades Student Progression Plan ensures a uniform program for Lake County School District students to progress continuously from one level of the curriculum to the next based on state and local guidelines.
2. Lake County public Middle Grades are schools that primarily serve students in grades 6 through 8.
3. The Lake County school system assures that all students, to the extent of their individual physical, mental and emotional capacities, will receive instruction in and achieve mastery of the standard, specifically, English Language Arts, mathematics, science, and social studies.
4. All Middle Grades academic subjects have state and district approved course outlines, provided to teachers, which include the Florida State Board of Education curriculum frameworks, course descriptions, and current Florida standards. These outlines define performance standards to be measured by teacher administered assessments, district assessments, and the current state assessments.
5. Schools will have a system to ensure parent-teacher conferences/communications are conducted at least twice yearly.
6. All students and families will have an opportunity to work with school personnel to develop an educational career plan that meets the student's interests, aptitudes, and life goals as well as state requirements for graduation and, when appropriate, the requirements for a Florida Bright Future's Scholarship.
7. Through a Multi-Tiered System of Supports (MTSS), multiple tiers of increasingly intensive interventions are implemented to support student achievement. School-based Problem-Solving Teams meet regularly throughout the school year to review school-wide and grade/course level data, identify trends and develop action plans to improve academic and behavioral systems. Through this universal data analysis, students who are performing at levels which are significantly discrepant from their peers are identified as needing supplemental interventions and supports delivered individually or in small groups at increasing levels of intensity. Specific interventions will be matched to identify student needs through the four-step problem-solving process, utilizing data from various screening, progress monitoring, and diagnostic assessments. The students' response to the implemented intervention will be progress monitored on a regular basis as determined by the Intervention Protocol established by the Problem-Solving Team (PST). Course offerings may be altered or modified in accordance with the school's Progress Monitoring Plan (PMP). For more information refer to Lake County Schools MTSS web page [\[MTSS RTL-PBS SUPPORT\]](#).

### B. Curriculum Frameworks

1. The State Board of Education has established Florida standards and curriculum frameworks in the basic Middle Grades subject areas.

2. The Lake County School District has developed scope and sequence and curriculum blueprints for core academic courses and several elective courses. Teachers will use state course descriptions and course Standards/Benchmarks for the remaining courses.
3. Student mastery of the subject area basic skills will be in accordance with the criteria established by current Florida standards and curriculum frameworks and through basic programs in mathematics, science, English Language Arts, social studies, electives, reading, foreign language (where offered), fine arts (where offered), and physical education and health.
4. Instructional techniques in all subject areas shall include strategies and techniques to promote student development of critical thinking skills and problem-solving skills in all areas as measured by all current state assessments.
5. Individual student course offerings may be altered or modified to address academic needs in reading, writing, and mathematics in student progress monitoring as part of a Multi- Tiered System of Supports.
6. An alternative education program is provided at all Middle Grades to meet student needs.
7. Academically Challenging Curriculum to Enhance Learning (ACCEL) options, educational options that provide academically challenging curriculum or accelerated instruction, are available to eligible public school students in kindergarten through grade 12.

C. Program of Study in Middle Grades

1. General Requirements, Middle Grades 6, 7, and 8

Students entering Middle Grades in Lake County Schools shall receive instruction in grades 6 through 8 in the following basic subjects required for promotion:

- a. Three Middle Grades or higher courses in English with an emphasis on reading communication, and vocabulary
- b. Three Middle Grades or higher courses in mathematics

Each Middle Grades must offer at least one high school-level mathematics course for which students may earn high school credit.

- 1) Algebra I: A Middle Grades student taking the high school Algebra I course for high school credit must pass the course to earn the high school credit and must also pass the statewide, standardized End Of Course (EOC) assessment or earn a comparative math score to earn a standard high school diploma. Results from the Algebra 1 EOC will count as 30% of the final course grade.
- 2) Geometry: a Middle Grades student taking the high school Geometry courses for high school credit must take the statewide, standardized EOC assessment and the results of the EOC assessment must constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC assessment to earn high school credit.
- 3) Students with disabilities may be eligible to waive one or more scores of EOC exams. Waivers will be determined on an individual basis by the IEP team.

- c. Three Middle Grades or higher courses in science.
- d. Three Middle Grades or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.

- 1) Each student's performance on the statewide, standardized EOC assessment in civics education must constitute 30 percent of the student's final course grade. To be promoted to grade 9, the student does not need to pass the EOC exam but does need to pass the course. If the student passes the EOC and not the course, the student will have to retake the course and pass it in order to be promoted to high school.
  - 2) A middle grade student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
- e. Students in grades 6 through 8 shall be provided instruction in accordance with the District Physical Education Policy.
  - f. Students in grades 6 through 8 shall be provided opportunities for experiences in areas such as art, music, foreign languages, technology, Career-Technical education, etc.
  - g. Middle grade students will receive instruction in the LCS District approved substance abuse prevention curriculum, mental and emotional health education, reproductive health and disease prevention instruction using FDOE and LCS School Board-approved materials, and child trafficking prevention through district approved programs.
2. High School Credit Earned in Middle Grades
    - a. A student taking any course designated in the Course Code Directory as a grade 9 through grade 12 course will have a high school educational plan with an academic sequence which may include Honors, Advanced Placement (AP), Dual Enrollment, and Virtual coursework.
    - b. For high school graduation requirements, one full high school credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under §1003.4295(3), FS.
    - c. Middle Grades students taking any course designated in the Florida Course Code Directory as a grade 9 through grade 12 course will receive high school credit and meet Middle Grades subject area requirements upon receiving a passing course grade and meeting requirements related to statewide, standardized EOC assessments.
      - 1) Students enrolled in Algebra 1 must take and pass the statewide, standardized EOC assessment which constitutes 30 percent of the student's final course grade or earn a math comparative score for graduation purposes.
      - 2) Students enrolled in Geometry, Biology 1, or U.S. History must take the statewide, standardized EOC assessment, and the results of the EOC assessment must constitute 30 percent of the student's final course grade. Students must pass the course but are not required to pass the EOC assessment to earn high school credit. A student will receive credit for the course if he/she passes the statewide EOC with a Level 3 or above even if he/she does not pass the course.
    - d. A Middle Grades student who takes and passes any course designated in the Course Code Directory as a grade 9 through grade 12 course online through Lake County Virtual School or Florida Virtual School will satisfy the graduation requirement for the online course.

- e. Middle grades students enrolled in a high school course with an associated statewide EOC must take the EOC assessment, which constitutes 30 percent of the student’s final course grade. The course and grade will become a part of the middle grades student’s high school transcript and will be counted as a high school credit when determining high school grade point average and class ranking.
- f. A student in the middle grades who takes any high school course for high school credit and earns a grade of C, D, or F, or the equivalent of a grade of C, D, or F, may replace the grade with a grade of C or higher, or the equivalent of a grade of C or higher, earned subsequently in the same or comparable course while in middle grades or high school.
- g. At the end of each semester, parents/guardians of middle grades students taking courses designated in the Florida Course Code Directory as grade 9 through grade 12 coursework, and who have a cumulative grade point average less than 0.5 above the required graduation level 2.0, shall be notified on the student report card that the student is at risk of not meeting the graduation requirement with “at risk” being defined as having a grade point average below 2.5.
- h. Middle grades students enrolled in a registered Career and Professional Academy (CAPE) course may earn both a high school credit as well as the opportunity to earn an adult-level, national industry certification exam.
- i. The school principal will certify instruction of District/state middle grades curriculum in all areas.

D. Lake County Virtual School (LCVS)

- 1. Students will follow the same promotion guidelines as a traditional Lake County middle school student. Online mastery-based learning is implemented, and three curriculum options are available. Please visit the link for more information:

[LAKE COUNTY VIRTUAL SCHOOL](#)

- 2. Online Courses

- a. Students have the option of excelling in middle school by taking academic and elective courses through LCVS or other online programs. They may either take these courses in addition to their courses at their zoned school or may take them at home instead of at their zoned school. In the latter case, the zoned school will work with the district to provide options to the student so that the courses taken at the school will complement those taken online at home.

E. Evaluation of Student Achievement and Progress

- 1. Each student must participate in the statewide assessments required by Florida Statute.
- 2. Each student must participate in assessments required by the District and those required by the school of enrollment.
- 3. Each student not meeting specific levels of performance as determined by the district School Board in reading, writing, science, social studies and mathematics for each grade level, or not meeting specific levels of performance as determined by the Commissioner of Education on statewide assessments at selected grade levels, may receive additional diagnostic assessments to assist in identifying specific areas of academic need. These needs, the root causes for their existence, and potential interventions to close the achievement gap, are

identified through a four-step problem-solving process. Multiple tiers of increasingly intensive instruction and interventions which are matched to student needs are subsequently implemented to support student success. Intervention fidelity and student progress within the interventions are monitored closely to assist Problem Solving Teams in determining the students' response to the instruction and interventions developed, as well as to determine next steps necessary to increase student achievement. For more information refer to Lake County Schools MTSS web page:

[\[MTSS RTL-PBS SUPPORT\]](#).

4. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, District and state assessments, and other relevant information.
5. The District School Board will annually report, in writing, to the parent/guardian of each student the student's progress toward achieving state and District academic expectations for achievement.
6. Schools shall provide for frequent monitoring of student progress in meeting desired performance levels: academic achievement; attendance; grades; credits; office discipline referrals; suspensions; course failure; etc.
7. The District School Board shall assist schools and teachers in implementing research-based reading instruction proven successful in teaching reading to students with substantial reading deficiencies.

F. Grading Policies Grades 6, 7, and 8

Lake County School District offers a standards-based curriculum and strives for consistency so that a course grade reflects the learning of what students have mastered in relation to the grade level standards.

1. Each classroom teacher for grades 6 through 8 is assigned the initial and primary authority and responsibility to maintain attendance records and to assess academic performance for each student enrolled in the teacher's class.
  - a. Teachers may issue an "I" for "Incomplete". The Incomplete may only be initiated and issued by a teacher due to circumstances that include, but are not limited to: illness of student, serious illness of caretaker, entering school late in the grading period, competency-based learning (content attempted but not yet mastered) and other reasons as deemed appropriate by the teacher and school administration. When an Incomplete is issued during the 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> 9 weeks, it is the student's responsibility to have all assignments completed and submitted to the classroom teacher before the end of the grading period that immediately follows. When an Incomplete is issued during the 4<sup>th</sup> 9 weeks, it is the student's responsibility to have all assignments completed and submitted to the classroom teacher before the beginning of the following school year. If the student does not submit all work to the teacher before the end of the specified grading period, the student record reflects the actual grade earned during the grading period where the Incomplete was issued. As state EOC's are required to be averaged as 30% of a student's final grade, students taking a course associated with a statewide EOC will receive an NG (No Grade) for the course if the EOC is not taken. The student will have four opportunities a year to take the EOC; summer, fall, winter and spring.
  - b. Teachers must maintain consistent grading practices for all students. (See ESE section of this document for additional guidance regarding grading students with disabilities.). The

teacher will record students' grades in the Student Information System.

2. Academic and elective reporting, recorded on report cards, will consist of the following:

<b>6-8 grades</b>	<b>ELA, Mathematics, Science, Social Studies, plus one more elective subjects</b>
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\*English Language Arts will include Reading and Writing.

**Note:** All K-12 educational instruction is based on Florida standards, §1003.41, F.S. As such, all content areas for any grade level must be taught, and grades recorded on report cards, within the academic year for that grade and may be embedded within the reading instruction.

3. For each grading period, numerical grades, with the following letter equivalents, will be given in each subject and recorded in the class record file(s) and on the student's permanent record:

Numerical Grade	Letter Grade	Rating
90-100	A	Outstanding progress
80-89	B	Above average progress
70-79	C	Average progress
60-69	D	Lowest progress
0-59	F	Failure
	I	Incomplete

**Note:** Schools are encouraged to assist students with failing grades by permitting practices such as those listed in 4a below.

4. Teachers may assign grades based on current Florida grade level or course standards from the following academic indicators for students in grades 6 through 8:

<ul style="list-style-type: none"> <li>• Assignment resubmissions</li> <li>• Class participation</li> <li>• Demonstrations</li> <li>• Drawings (maps, charts, etc.)</li> <li>• Dropping lowest grade</li> <li>• Extra Credit Work</li> <li>• Long term assignments</li> <li>• Panel discussions</li> <li>• Performances</li> </ul>	<ul style="list-style-type: none"> <li>• Projects (home or school)</li> <li>• Remediation of content</li> <li>• Reports</li> <li>• Retaking tests</li> <li>• School assignments</li> <li>• Self-evaluation</li> <li>• Tests</li> <li>• Writing assignments</li> </ul>
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**Note: The LSAs along with other computer based supplemental programs that are used for progress monitoring or diagnostic assessments may not be graded. Computer based supplemental programs that are based on current grade appropriate standards being taught and used to reinforce essential standards may be graded. They will be used to supplement but not replace the core curriculum as the primary instructional tool.**

- a. Long Term Assignments
  - Any assignment for which at least two weeks notification is given for completion.
  - A student who is absent on the due date of a long-term assignment, such as a book report or a research paper, shall submit the assignment on the first day the student returns to school. Work submitted after the date of return will result in a grade reduction of no more than ten percent (10%) for each day.
  - A student who leaves school during the day on which a long-term assignment is due shall submit the assignment before leaving school in order to receive full credit for the assignment.
5. Students will be provided with an opportunity to improve in all courses listed in the Florida Course Code Directory grades by allowing redos of assignments, quizzes, tests, projects, etc. using the highest grade earned. Students must make the initial attempt and participate in additional learning opportunities as part of the redo process. These learning opportunities could include correcting errors, intervention time, completion of a task, etc. with teacher feedback. A retake of an assignment or an assessment must be on the same standard(s)/content however, it does not have to be in the exact format as the original, nor does it have to include the entire task if mastery has been demonstrated on a portion of the task. (The above section 5 may not apply with Code of Student Conduct violations.)
6. A clear, understandable, and consistent method of recording and assigning grades shall be maintained by teachers throughout a school year. Teachers will be expected to adhere to their contractual obligation for student grade reporting timelines.
7. Daily grades will be based on current Florida grade level standards, with a minimum of nine grades per grading period, one per week.
8. No single assignment may be weighted more than 30% of the total grade per grading period.
9. Teachers shall post progress reports for all students and parents at the mid-point of each grading period according to the District calendar.
10. When a student's performance shows an appreciable downward change or failure to meet the minimum standards of performance commensurate with the student's ability, the teacher will document communication of such information to the student and to the parent(s)/guardian(s). (Mid-point parent notification will meet this requirement.)
11. For students taking high school courses in middle grades, parents will be notified each semester when a student's GPA falls below a 2.5. This notification will be identified on the student's report cards. There will also be information that will offer these parents and their student assistance in procedures and programs to improve their academic performance.
12. Students may be required to participate in activities outside of the school day, which may include nights and weekends. Some of these performances beyond the school day may also be used to obtain a grade for the student in that course. An alternative assignment must be offered if the student is unable to attend.
13. Report cards shall be posted at the end of each grading period as scheduled by the School Board

at the beginning of each school year or according to a school's individual needs, as approved by the School Board.

14. Year-long course final grades shall be tabulated by averaging the two semester grades. Where applicable, the final grade calculation will include the EOC exam requirement (which include Civics, Algebra 1, Biology, Geometry and U.S. History) and count as 30% of the final grade. No credit will be issued for courses with an EOC until the EOC is taken and 30% of that score is applied and calculated into the student's final average for the course.
15. The final report card for the school year shall contain a statement indicating end-of-the-year status of performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion (§1003.33(2), FS).
16. Any general education student failing to show expected progress toward mastery of the required Florida standards in reading, writing, science and mathematics receives tiered support, matched to identify student needs as a result of data analysis within the four-step problem solving process. Student progress as a result of the instruction/interventions are monitored closely to assist Problem Solving Teams in determining the students' response to the instruction and interventions developed, as well as to determine next steps necessary to increase student achievement.
17. Final grades recorded on teacher records and in the student academic history may only be changed at a future time:
  - a. To correct errors and/or
  - b. Under extraordinary circumstances regarding the health and welfare of the student as determined by the school principal.
  - c. For more information, contact the student's school counselor.
18. Any parent/guardian request for review, modification to, or appeal of a teacher's student assessment or evaluation, shall be conducted pursuant to the following procedures:
  - a. The student's parent(s)/legal guardian(s) shall arrange for a conference at the proper time and place with the individual teacher, whose assessment or evaluation is in question, to discuss the matter.
  - b. If dissatisfied with the outcome of the teacher conference, the parent(s)/legal guardian(s) may appeal to the teacher's principal to conduct a second review of the teacher's student assessment or evaluation.
    - 1) The principal shall, upon request, arrange a conference, at a proper time and place, with the following parties: the principal, the teacher, the student's parent(s)/legal guardian(s), and the student.
    - 2) The principal will collaborate with their Regional Executive Director following such a conference, and the findings shall be final.

\*\*In the event a Distance Learning Plan (DLP) must be implemented due to school or district closure, attendance and grading policies will align with the guidelines set forth in the DLP.

#### G. Promotion (Appendix B)

1. Student promotion in Lake County's public schools is based on an evaluation of each student's achievement.

2. Students in grade 6, grade 7, or grade 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.
3. The following shall be considered when recommending promotion:
  - a. For students in the 6<sup>th</sup> and 7<sup>th</sup> grades, requirements to promote to 7<sup>th</sup> and 8<sup>th</sup> grades respectively:
    - 1) Must successfully complete four (4) core academic courses (English, mathematics, science, and social studies).
  - b. For students in the 8<sup>th</sup> grade, requirements to promote to 9<sup>th</sup> grade:
    - 1) Must complete three middle grades (or higher) courses of English Language Arts, math, science and social studies, including Civics. For students who fail a required course, course recovery options are available.

#### H. Alternative Promotion Consideration

1. No student may be assigned to the next grade level based solely on age or other factors that constitute social promotion.
2. In order to alternatively promote a student not meeting academic promotion requirements, a committee of school-based professionals who understand the student's status must determine that one or more of the following criteria apply:
  - a. Number of previous retentions with careful attention to students who have been retained. English Language Learner (ELL) students with less than two years in an English for Speakers of Other Language (ESOL) Program who score at achievement Level 1 on the current state English Language Arts assessment. See the LCS ESOL Program Guide: [\[MTSS RTL-PBS SUPPORT\]](#) and LCS Progression Plan Appendix A.
  - b. Students identified as having a disability under section IDEA or Section 504.
  - c. Severe health issues.
  - d. Evidence demonstrating adequate student achievement.
  - e. Scores on the current state assessments in Reading and Mathematics at Level 2 or above.
  - f. Student performance on appropriate alternative assessment(s). If a student with a disability was working on General Education standards and because of a change in program the student is now working on ACCESS Points- Alternate Academic Achievement Standards, the student could be considered for alternative promotion if on ACCESS Points – Alternate Academic Achievement Standards for at least a year.
3. The school principal, in consultation with the teacher(s), shall make the final determination in all alternative promotion considerations.

#### I. Academic Recovery Promotion Plan (Appendix C)

1. Students with failed academics and not meeting the Middle Grades Minimum Promotion Criteria for 6<sup>th</sup> to 7<sup>th</sup> grade and 7<sup>th</sup> to 8<sup>th</sup> grade, may recover failed academics in one (1) of the following ways:
  - a. Before- or After-School Remediation (when offered)
  - b. Saturday Remediation (when offered)
  - c. LCVS or accredited Virtual School with Middle Grades counselor approval

- d. In lieu of an elective the following school year
- 2. Students with failed academics and not meeting the Middle Grades Minimum Promotion Criteria for 8<sup>th</sup> to 9<sup>th</sup> grade, may recover failed academics in one (1) of the following ways:
  - a. LCVS or accredited Virtual School with Middle Grades **and** receiving high school counselor approvals
  - b. Successful completion of 8<sup>th</sup> grade academic requirements during the 1<sup>st</sup> semester of repeated 8<sup>th</sup> grade can result in mid-year promotion to 9<sup>th</sup> grade. If mid-year promotion is being considered, then both sending and receiving principals must work together to determine options for school of instruction.
- J. Conditional Promotion to Grade 7 and/or Grade 8:
  - 1. If a student fails one core course, the student must be conditionally promoted. The student must pass the failed course in a recovery program during the summer or the next school year.
  - 2. If a student fails two core courses, the student may be conditionally promoted. The student must pass the failed courses in a recovery program during the summer or during the following school year.
  - 3. If a student fails three core courses, the student will be retained at the same grade level or will be conditionally promoted, provided a feasible plan is implemented for the student to recover the failed courses in a recovery program during the summer and during the following school year.
  - 4. If a student fails more than three core courses, the student will be retained.
  - 5. A retained student should not repeat a course he/she has already passed. The student may enroll in the next sequential course.
- K. Retention
  - 1. Students in regular 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grade academic programs who have not met promotion requirements will be subject to retention according to the District Middle Grades Promotion Plan and District Middle Grades Academic Recovery Promotion Plan.
  - 2. School progress monitoring plans will address student academic deficiencies through remediation or intensive strategic instructional support as identified through the four- step Problem-Solving process as part of a Multi-Tiered System of Supports.
  - 3. Middle Grades students who have not met promotion requirements may attend remediation programs for promotion as outlined in the Middle Grades Academic Recovery Promotion Plan.
- L. Remediation
  - 1. If a student scores Level 1 on a current state English Language Arts assessment, then the following year the student will be enrolled in the appropriate remedial ELA course pursuant to Lake County School Board and state approved LCS K-12 Reading Plan. Per the Reading Plan, when determining student placement, additional data may be used in conjunction with the most recent current state assessment ELA score, including current state assessment ELA scores from prior years and students' scores on other district performance measures.

2. If a student scores Level 1 or Level 2 on a current state Mathematics assessment, then the following year the student may receive remediation, which may be integrated into the student's required mathematics courses. Students' scores on the current state assessments should be used in conjunction with other performance measures when determining the need for placement in remedial courses.
  3. Reference Lake County Schools annual Comprehensive Reading Plan at the LCS Website or the Florida Department of Education *Just Read, Florida!* site. [\[JUST READ, FLORIDA!\]](#)
- M. Academic Acceleration/Academically Challenging Curriculum to Enhance Learning (ACCEL) Option for academically challenging curriculum and/or accelerated instruction, which, for eligible public school students grades Kindergarten through grade 12, may include:
- whole-grade promotion;
  - mid-year promotion; and/or
  - subject matter acceleration;
  - virtual instruction in higher grade level subjects
1. A parent/guardian may request ACCEL or academic acceleration consideration for their child.
  2. A principal may initiate ACCEL or academic acceleration for a student.
  3. An ACCEL Team meeting must be scheduled to review the parent/guardian or principal request, student eligibility, and data. The team meeting could include the following professionals: principal, (receiving and sending principals only if a school change would result in the acceleration from elementary to Middle Grades or Middle Grades to high school), school counselor, teacher(s), school psychologist, social worker, ESE District office program specialist (only if the student is in an ESE program, including gifted), and the parent(s)/guardian(s). Other professionals may be included, dependent on student needs.
  4. Eligibility and Requirements to be considered include, at a minimum:
    - a. Student performance on a District determined: assessment; or statewide assessment; or standardized assessment
    - b. Student grade point average
    - c. Student attendance and conduct records
    - d. Recommendations from one or more of the student's teachers in core-curricula courses
    - e. School counselor recommendation
    - f. Additional ACCEL information LCS Academic Services Department
  5. Evidence demonstrating student mastery of the grade level skills appropriate to the year and month of acceleration must exist and may include formal evaluation, passing scores on exit or end-of-course exams, or other documentation of high skill levels appropriate to the month and year of acceleration.

- If student scores in both reading and math are commensurate with the desired advanced grade and month level, the student would be considered for whole-grade acceleration.
  - If student scores in either reading or math are commensurate with the desired advanced grade and month level, the student would be considered for subject acceleration.
6. The Consideration of Academic Acceleration Form must be completed by the team and signed by all team members.
  7. The student's principal, in conjunction with the ACCEL team members and documented student information which addresses academic and social-emotional development, will make the final determination as to whether or not to accelerate a student.

## VII. HIGH SCHOOL STUDENT PROGRESSION PLAN

### A. Introduction

1. The High School Student Progression Plan ensures a uniform program for Lake County School District students to progress continuously from one level of the curriculum to the next based on state and local guidelines.
2. Lake County public high schools are secondary schools that primarily serve students in grades 9 through 12. It is the Legislature's intent to provide secondary school redesign so that students promoted from high school have the necessary skills for success in the workplace and postsecondary education.
3. The Lake County High School Student Progression Plan provides for the diverse needs of the emerging adult through both academic and Career-Technical programs that will prepare students for post-secondary education, training, career plan, and employment.
4. Career aptitude and interest measures may be administered at various times during high school. The results of these measures are always available in local schools.
5. All students and families will have an opportunity to work with school personnel to develop an educational plan that meets the student's interests, aptitudes, and life goals as well as state requirements for graduation and, when appropriate, the requirements for a Florida Bright Future's Scholarship.
6. Curriculum and instruction are designed to provide high school students with academic, technical, social, and citizenship experiences to ensure their success as lifelong learners and productive members of society.
7. Through a Multi-Tiered System of Supports (MTSS), multiple tiers of increasingly intensive interventions are implemented to support student achievement. School-based Problem-Solving Teams meet regularly throughout the school year to review school-wide and grade/course level data, identify trends and develop action plans to improve academic and behavioral systems. Through this universal data analysis, students who are performing at levels which are significantly discrepant from their peers are identified as needing supplemental interventions and supports delivered individually or in small groups at increasing levels of intensity. Specific interventions will be matched to identify student needs through the four-step problem-solving process, utilizing data from various screening, progress monitoring, and diagnostic assessments. The students' response to the implemented intervention will be progress monitored on a regular basis as determined by the Intervention Protocol established by the Problem-Solving Team (PST). Course offerings may be altered or modified in accordance with the school's Progress Monitoring Plan (PMP). For more information refer to Lake County Schools MTSS web page [\[MTSS RTL-PBS SUPPORT\]](#).

### B. Curriculum Frameworks

1. The State Board of Education has established Florida standards and core curriculum frameworks in the basic subject areas.
2. The school board of Lake County has a standard Program Guide for all high school courses. A complete file of all curriculum documents is available in the administrative offices of all high schools, the District curriculum office, and each teacher will have the

curriculum blueprints or state course descriptions which will provide the standards for the course(s) they teach.

3. Credit courses for high school graduation have specific outcomes and student performance standards as identified in the state course descriptions. The Florida Course Code Directory designates graduation subject-area requirements.
  4. A course must include 135 hours of instructional time for a credit to be granted, or 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in courses where block scheduling is used.
  5. According to Florida law, students must pass the current state assessment in Grade 10 English Language Arts or Reading Assessment and the current state End of Course Exam for Algebra 1 (ALG 1 EOC) or Geometry (GEO EOC) in order to earn a standard high school diploma. Students who meet all requirements for graduation but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education. A student can also meet assessment graduation requirements by receiving a score concordant with passing the statewide assessments. See Assessment Section for the State Board approved concordant scores.
  6. Student mastery of the basic skills will be in accordance with the criteria established by the current defined Florida standards and curriculum frameworks.
  7. Individual student course offerings may be altered or modified to address needs in reading, writing, and mathematics in student progress monitoring as part of a Multi- Tiered System of Supports.
  8. Instructional techniques in all subject areas shall include strategies to promote student development of critical thinking skills and problem-solving skills.
  9. Academically Challenging Curriculum to Enhance Learning (ACCEL) options, educational options that provide academically challenging curriculum or accelerated instruction, are available to eligible public school students in kindergarten through grade 12.
- C. Program of Study in High School
1. Standard Graduation Requirements by 9<sup>th</sup> Grade Cohort Group: The following charts provide the minimal graduation requirements by entering 9<sup>th</sup> grade cohort group/year.  
See ESE section regarding diploma options for students with disabilities.

## Academic Advisement

### Students Entering Grade 9 in 2023-2024 and Thereafter

#### What Students and Parents Need to Know

##### What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.])

##### What are the state assessment requirements?

Students must pass the following statewide assessments:

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

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

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

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

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

\*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]).  
(See s. [1008.22](#), F.S.)

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

- 2.5 elective credits instead of 7.5
- Physical Education is not required

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

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

#### 24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

<b>4 Credits ELA</b>
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics<sup>‡</sup></b>
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) **</li> <li>• An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>
<b>3 Credits Science<sup>‡</sup></b>
<ul style="list-style-type: none"> <li>• One of which must be Biology, two of which must be equally rigorous science courses</li> <li>• Two of the three required course credits must have a laboratory component</li> <li>• Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)**</li> <li>• An identified computer science*** credit may substitute for up to one science credit (except for Biology)</li> </ul>
<b>3 Credits Social Studies</b>
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics</li> </ul>
<b>0.5 Credit in Personal Financial Literacy****</b>
<b>1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts<sup>‡</sup></b>
<b>1 Credit Physical Education<sup>‡</sup></b>
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
<b>7.5 Elective Credits</b>
<b>Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.</b>

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

\*\*[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

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

\*\*\*\*This requirement was added for students entering grade nine 2023-2024 and thereafter.

**Academic Advisement**  
**Students Entering Grade 9 in 2023-2024 and Thereafter**  
**What Students and Parents Need to Know**



**Scholar Diploma Designation**

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

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

“Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

**Industry Scholar Diploma Designation**

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

**What is CAP?**

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

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

**What are the additional graduation options for students with disabilities?**

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

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

**State University System**

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

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

**Florida College System**

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

**Career and Technical Colleges and Centers**

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

- [Career, Adult and Technical Education](#)
- [District Postsecondary Institutions](#)

**Where is information on financial aid located?**

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

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

2. Diploma Designations: There are two designations which must meet state guidelines: Scholar Designation, which requires specific academic and rigorous courses and the passing of specific EOC's; and Industry Scholar Designation, in which a student attains one or more industry certification(s). Students will work collaboratively with their counselor and parents to determine if they are eligible for one or both of these options.
  - a. The designations are available to any current high school student who meets the requirements.
  - b. There is no deadline for a student to choose a designation.
  - c. A student is not required to work toward or earn a designation.

3. The Florida Seal of Biliteracy Program

This 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. Foreign language means a language other than English and includes American Sign Language, classical languages, and indigenous languages. If earned, the seal is placed on the student's diploma.

- a. Silver Seal of Biliteracy

- 1) Student must earn four (4) foreign language credits in the same foreign language with a 3.0 cumulative grade point average or higher on a 4.0 scale in those 4 foreign language credits;
- 2) Student must earn a score or performance level on any of the approved examinations (please consult the student's school counselor);
- 3) For languages not found on the approved examinations list, demonstrated language proficiency can be determined through a portfolio of language performance based on set guidelines (please consult the student's counselor).

- b. Gold Seal of Biliteracy

- 1) Student must earn four (4) foreign language credits in the same foreign language with a 3.0 cumulative grade point average or higher on a 4.0 scale in those 4 foreign language credits;
- 2) Student must score a level 4 or higher on the Grade 10 English Language Arts (ELA) current state assessment
- 3) Student must earn a score or performance level on any of the approved examinations (please consult the student's school counselor);
- 4) For languages not found on the approved examinations list, demonstrated language proficiency can be determined through a portfolio of language performance based on set guidelines (please consult the student's counselor).

4. The Florida Seal of fine Arts Program

This program is established to recognize 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.
5. Standard High School Diploma: 24 credits are required and may be earned through equivalent, applied, integrated, or career education courses, including work-related internships approved by the State Board of Education and identified in the course code directory.
- 1) 4 credits in English/ Language Arts
  - 2) 4 credits in Math, including Algebra 1 and Geometry (Students may opt to take Algebra 1 Honors or Geometry Honors to meet these requirements.)
  - 3) 3 credits in Science, including Biology 1
  - 4) 3 credits in Social Studies: World History, U.S. History, American Government and Economics
  - 5) 1 credit in a Fine/ Performing Art, Practical Art or Speech and Debate
  - 6) 1 credit in HOPE
  - 7) *Students who Enter Grade 9 Prior to 2023-24: 8 credits in elective courses*
  - 8) *Students Who Entered Grade 9 in 2023-24 and Thereafter: 7.5 credits in elective courses*
  - 9) *Students Who Entered Grade 9 in 2023-24 and Thereafter: ½ credit in Financial Literacy*
  - 10) ½ credit in Financial Literacy
  - 11) 8 credits in elective courses
- a. Testing Requirements
- 1) Passing score on the Grade 10 current state assessment ELA/Reading or earning a concordant score.
  - 2) Passing score on the Algebra 1 EOC or earning a comparative score.
- b. GPA Requirement: minimum 2.0
6. ACCEL 18 Credit Graduation Option
- a. A high school graduation option whereby a student would graduate with 18 credits including the course requirements above with the exceptions of:
    - 1) 3 elective credits instead of 8,
    - 2) HOPE not required
  - b. Acceleration through this option may also be accomplished through the acquisition of credits earned at a faster pace.

- c. No student can be denied the right to accelerate.
  - d. The ACCEL option is open to any student at any time (§1002.3105(5), FS).
7. Career and Technical Education Graduation Pathway Option
- a. A high school graduation option whereby a student would graduate with a minimum of 18 credits to include:
    - 1) 4 credits in English/Language Arts
    - 2) 4 credits in Math, including Algebra 1 and Geometry
    - 3) 3 credits in Science, including Biology 1
    - 4) 3 credits in Social Studies: World History, U.S. History, American Government and Economics
    - 5) 2 credits in Career and Technical education that result in a program completion and industry certification
    - 6) 2 credits in work-based learning
      - (a) 2 credits of electives may be substituted for this requirement
8. Early Graduation Option
- a. A high school graduation option whereby an eligible student would graduate with a standard, 24-credit diploma with the requirements of such in fewer than eight semesters and includes:
    - 1) Students completing all graduation requirements at the conclusion of the 7<sup>th</sup> high school semester (i.e., the end of the first semester of the senior year – one semester early).
    - 2) Students completing all graduation requirements at the conclusion of 11<sup>th</sup> grade (i.e., two semesters early).
    - 3) In situations with students completing graduation requirements in a scenario not listed, please consult with the school principal.
  - b. The District will not prohibit an eligible student from graduating early.
  - c. A student who graduates early may continue to participate in school and social events, as well as graduation and graduation activities, as part of that year's graduation cohort.
  - d. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.
  - e. A student who graduates early will be included in class ranking, honors, and award determinations for the graduation cohort.
  - f. An eligible student who graduates from high school early may receive an initial Bright Futures Scholarship award provided they meet the following;
    - Students graduating from high school mid-year may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, **as long as the student applies for the scholarship award no later than August 31 of the student's senior year**. For example, if a student plans to graduate midterm during the 2017-2018 school year, the student must apply for the scholarship award no later than August 31, 2017. (Students not applying for the scholarship award by the August 31 deadline will not be eligible to receive the initial Bright Futures Scholarship award for the spring term following the student's graduation.)

- Students graduating from high school mid-year may receive an initial Bright Futures Scholarship award during the fall term following the student's graduation, as long as the student applies for the Bright Futures Scholarship award during the official application window of October 1 to August 31 of the student's graduation year. For example, even though a student graduates midterm during the 2017-2018 school year, the student still has until August 31 after the official graduation to apply.
8. Students in grades 6 through 12 and their parents will be provided information on standard 24-credit diploma designations, and the ACCEL 18 Credit and Early Graduation options, including respective curriculum requirements and a timeframe for achieving each graduation option. Schools must provide information through written communication.
    - g. Selection of one of the graduation options may be completed or changed by the student at any time during grades 9 through 12 per F.S. 1002.3105(5).
    - h. Selection of one of the graduation options is exclusively up to the student and parent, subject to the requirements in § 1003.429(2), F.S.
    - i. Prior to selection of an ACCEL 18 credit option or the Early Graduation Option, the student and the student's parent/guardian should meet with the student's school counselor to receive an explanation of the relative requirements, advantages, and disadvantages of each program option. Written consent from the student's parent for either option is required.
    - j. If the student and parent do not select one of the accelerated high school graduation options, the student will then follow the standard 24 credit diploma option.
    - k. Schools must have a system to annually review diploma options with students.
  9. Grade level designation for high school students will be determined as follows:
    - a. Following completion of one year designated as a 9th grader, the student will be designated as a 10th grader in the student information system. This designation does not guarantee that the student has successfully completed the traditional 7 credits per school year.
    - b. Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader in the student information system. This designation does not guarantee that the student has successfully completed the traditional 7 credits per school year.
    - c. Following completion of one year designated as an 11th grader, the student must have completed 18-credits OR 21 credits on the 24 credit standard diploma option, at the end of the 1st semester of the student's fourth year enrolled at a high school in order to be classified as a 12th grader (senior) and take part in senior oriented events. If a student is on the 18 credit track, he/she must have completed 12 of 18 credits or 15 credits at the end of the 1<sup>st</sup> semester of the students fourth year enrolled at a high school in order to be classified as a 12th grader (senior) and take part in the senior oriented events.
    - d. According to state statutes, students are assigned to a cohort class based on the year the student entered ninth grade. This cohort status determines the graduation requirements that must be met by that student. Students will be regularly notified as to their "credits earned" status towards graduation. The student will need to acquire the appropriate number of credits based on the graduation option chosen in order to be on track to graduate in four years with their 9th grade cohort.
  10. Students age 18 or 19 wishing to return to school after withdrawing may petition the school for

placement. The principal and/or designee will review the reason for return given by the student and family. The principal, in consultation with their Regional Executive Director, will make the final determination based on the following requirements:

- a. The student has accumulated at least 17 credits;
- b. The student has a probable chance of graduating within the academic year;
- c. An agreement between the student and school concerning attendance, behavior and school performance is agreed upon.
- d. For students with disabilities see ESE section.

11. Physical Education (H.O.P.E.)

- a. The required Health Opportunities through Physical Education (HOPE) course includes state required instruction in chemical abuse and health related topics of Reproductive Health & Disease Education (including Teen Dating Violence and Abuse) through instructional materials that are FDOE and LCS School Board-approved.

12. Health Education and Prevention

- a. Students in grade nine will receive instruction from the District-adopted substance abuse prevention program.
- b. High school substance abuse instruction, child trafficking prevention and other health related topics are integrated into the core curriculum.
- c. Students will receive instruction in mental and emotional health education in grades 9- 12.

13. Graduation Plan/Transcript Audit/Bright Futures Eligibility/State University System Eligibility

- a. Each high school will conduct an annual transcript audit and graduation plan review with each student.
- b. Students will be able to access graduation, scholarship, and university eligibility progress via My Career Shines found at: [\[FLORIDA SHINES\]](#).

14. Elective Credits

- a. Students should choose electives to pursue a complete education program and to broaden experiential base.
- b. Students should consider post-graduation plans when selecting electives.

15. Substitutions

To access approved Lake County Schools course substitutions information, refer to the Lake County Program Guide: [\[PROGRAM GUIDE\]](#)

16. Online Courses Taken Off Campus

- a. Students wanting to leave campus during the regular school day to take a virtual school course, while remaining enrolled in Lake County Public Schools, must have prior approval by the school principal and his/ her school counselor. The course must be appropriate to the student's academic plan and placed on the student's schedule.
- b. Students enrolled at the high school and taking coursework through any non-accredited online source will not be excused from taking coursework on campus.
- c. Credit will only be accepted from courses for grades 9 – 12.
- d. The course shall not duplicate a course which is being offered during the current semester

in which the student is enrolled or be a course which has been satisfactorily completed.

- e. In order for the credit to be issued, the student must provide an official transcript from the online program which shows the course, grade and credit earned, once completed.
- f. Students taking courses online which require a statewide EOC must take the EOC at their high school and have the high school calculate the scores from the EOC as 30% of their final grade in the course.

D. Virtual Education Programs/ Lake County Virtual School

Students will follow the same promotion guidelines as a traditional Lake County high school student. Mastery-based learning is implemented and three curriculum options are available. Please visit the link below for more information. [LAKE COUNTY VIRTUAL SCHOOL](#)

E. Performance-Based Exit Option is available at some of the district high schools.

1. Students utilizing the Performance-Based Exit Option must meet all of the following eligibility criteria:
  - a. Student is at least 16 years of age;
  - b. Student is currently enrolled in a PK-12 program;
  - c. Student is enrolled in courses that meet high school graduation requirements;
  - d. Student is earning and receiving credits;
  - e. Student is over age for grade, behind in credits, has a low grade point average, and is in jeopardy of not graduating with his/her cohort group;
  - f. Student's cohort group with which the student entered kindergarten is graduating or has graduated;
  - g. Student's reading level must be at 7<sup>th</sup> grade or higher at the time of selection (9<sup>th</sup> grade or higher at the time of High School Equivalency Testing), as documented by the Test of Adult Basic Education (TABE) reading component, or other test, to determine grade level proficiency.
2. To determine eligibility and steps needed for this option, a student should talk to his/ her school counselor.
3. When a student passes the GED and statewide assessments, the student will then earn the State of Florida High School Diploma, available to the student through the Department of Education, as well as the Performance-Based Diploma given to the student by the district.
4. When a student passes the GED but not the statewide assessments, the student will then earn the State of Florida High School Diploma only.

F. Academic Acceleration Programs

At the beginning of each school year, all parents of students in or entering high school shall be informed of the opportunity and benefits of academic acceleration programs through which a high school student can earn high school and, in some cases, college credit. These programs can serve to shorten the time necessary to complete requirements associated with earning a high school diploma and a post-secondary degree, as well as broaden the scope of curricular options and depth of study available. These programs include the following under §1003.4281 and §1003.4295:

1. Credit Acceleration Program (CAP): By passing the statewide, standardized EOC assessment for any of the course(s) listed below, students can CAP and thereby earn the high school course credit

without the requirement of enrolling in or completing the course. Eligible courses include: Algebra I, Geometry, United States History and Biology I.

**\*Note: NCAA does not accept courses through CAP.**

2. Advanced Placement: The Advanced Placement (AP) Program is a cooperative educational endeavor of the College Board and Lake County Schools designed to serve students who want to pursue college level studies while still in high school.
  - a. Students enrolled in AP classes can earn high school credit and, with a satisfactory score of 3 or higher on the AP examination, college credit from participating colleges.
  - b. Students in AP Biology and/ or AP United States History who earn a score of 3 or higher on the AP exam to earn the college credit for the course(s) may qualify for the Scholar Diploma Designation.
  - c. A student may take an AP exam without having to be enrolled in the course. If the student earns a 3 or better on the AP exam, the student will then earn the course credit towards graduation as well as the college credit towards post-secondary work.
  - d. AP Capstone is being implemented at some high schools. This innovative college-level program is based on two courses, AP Seminar and AP Research, which complement and enhance discipline specific AP courses.
    - 1) Students who earn scores of 3 or higher on the AP Seminar and AP Research exams and on four additional AP exams of their choosing will receive the AP Capstone Diploma. This signifies outstanding academic achievement and attainment of college- level academic and research skills.

Students who earn scores of 3 or higher on the AP Seminar and AP Research exams only will receive the AP Seminar and Research Certificate.
3. The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international curriculum and examination system that emphasizes the value of in-depth understanding of a variety of subjects and skills critical for courses in university study and employment.
  - a. Students enrolled in AICE classes can earn high school credit and, with a satisfactory score of A-E, college credit from participating colleges.
  - b. Students in AICE Biology and/or AICE United States History who earn a score of A-E on the AICE exam to earn the college credit for the course(s) may qualify for the Scholar Diploma Designation.
4. The International Baccalaureate (IB) Diploma Programme (DP) is a rigorous pre-university curriculum and examination system that aims to develop students who have an excellent breadth and depth of knowledge, complete independent research and undertake projects to aid with their communities.
  - a. Students enrolled in IB courses can earn high school credit and, with a satisfactory exam score of 4, 5, 6, or 7, earn college credit from participating colleges and universities.
  - b. Students who are awarded an IB diploma can earn Bright Future Scholarships.
5. College Level Examination Program (CLEP): Students are allowed to earn high school credit in courses required for high school graduation through the passage of a CLEP, a college-level exam in which the student can now earn college and high school credit without having to take the college

course.

- a. CLEP exams are available at Lake-Sumter State College at a cost to students; however, course exams are limited.
  - b. If the student attains a passing score on the CLEP, then they will be awarded the high school credit for the course as well as earning the college credit for the course if there is an equivalent course listed (please see current catalog for up to date CLEP equivalencies).
  - c. Industry Certification: A student earning an industry certification may articulate for postsecondary credit and will realize a Return on Investment (ROI) for each certification with a statewide or local articulation agreement. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may be able to substitute the certification for one mathematics or science credit per §1003.4282(3)(b), FS. Substitution may occur for up to two mathematics credits and one science credit, except for Algebra 1, Geometry and Biology 1. Please contact the College and Career Readiness Department if this option is being considered. Table is included in Appendix H.
  - d. At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are not accepted as one of the 4 math or 3 science credits required for NCAA eligibility, Bright Futures or SUS admission.
6. Dual Enrollment through Lake-Sumter State College (LSSC) See information on the website [\[LSSC DUAL ENROLLMENT\]](#). Dual Enrollment through University of Florida (UF). Online only. See information on the website.
  7. Career Dual Enrollment through Lake Technical College (LTC) - this dual enrollment program is on a space available basis [\[LAKE TECH DUAL ENROLLMENT\]](#)  
Student Eligibility Requirements:
    - 1) Be 16 years of age or older and in 11<sup>th</sup> or 12<sup>th</sup> grade per §1007.271(11), FS. Students that enroll in their senior year may not be able to complete a program as a high school student. Opportunity to complete as an adult student is also available.
    - 2) Have a viable career-technical goal.
    - 3) Have high school counselor recommendation.
    - 4) Have a minimum 2.0 unweighted GPA and be on target for graduation. All students are strongly encouraged to have passed the current state assessment for ELA/Reading and Algebra 1 EOC, or equivalents tests, prior to dual enrollment.
    - 5) Have good attendance and discipline records.
    - 6) Have TABE scores within 2 grade levels of state mandated exit requirements for completion of the program.
    - 7) Career Dual Enrollment courses are weighted on a 6.0 scale, with the exception of Cosmetology.
  - i. Textbooks
    - 1) LTC loans textbooks to high school career dual enrollment students.
    - 2) Textbooks must be returned to the LTC instructor at the end of each semester.
    - 3) Students must purchase textbooks not returned to LTC.

#### G. Evaluation of Student Achievement and Progress (§1008.25, FS)

1. Each student must participate in the statewide assessment tests required by Florida Statute.
2. Each student must participate in the progress monitoring assessments required by both the District and the school of enrollment as part of a Multi-Tiered System of Supports.
3. Each student not meeting specific levels of performance as determined by the district School Board in reading, writing, science, and mathematics for each grade level, or not meeting specific levels of performance as determined by the Commissioner of Education on statewide assessments at selected grade levels, may receive additional diagnostic assessments to assist in identifying specific areas of academic need. These needs, the root causes for their existence, and potential interventions to close the achievement gap, are identified through a four-step problem-solving process. Multiple tiers of increasingly intensive instruction and interventions which are matched to student needs are subsequently implemented to support student success. Intervention fidelity and student progress within the interventions are monitored closely to assist Problem Solving Teams in determining the students' response to the instruction and interventions developed, as well as to determine next steps necessary to increase student achievement. For more information refer to Lake County Schools MTSS web page: [\[MTSS RTL-PBS SUPPORT\]](#)
4. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, District and state assessments, and other relevant information.
5. The District School Board will annually report, in writing, to the parent/guardian of each student the student's progress toward achieving state and District reading, writing, science, and mathematics expectations for achievement.
6. Schools shall provide for frequent monitoring of student progress in meeting desired performance levels: academic achievement; attendance; grades; credits; office discipline referrals; suspensions; course failure; etc.
7. The District School Board shall assist schools and teachers in implementing research-based reading activities proven successful in teaching reading to students with substantial reading deficiencies.

#### H. Grading Policies for Grades 9, 10, 11, and 12

Lake County School District offers a standards-based curriculum and strives for consistency so that a course grade reflects the learning of what students have mastered in relation to the grade level standards.

1. Each classroom teacher, grades 9-12, is assigned the initial and primary authority and responsibility to maintain attendance records and to assess academic performance for each student enrolled in the teacher's class.
  - a. Teachers may issue an "I" for "Incomplete". The Incomplete may only be initiated and issued by a teacher due to circumstances that include, but are not limited to: illness of student, serious illness of caretaker, late enrollment in school and in the current grading period, competency-based learning (content attempted but not yet mastered) and other reasons as deemed appropriate by the teacher and school administration. When an Incomplete is issued during the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> 9 weeks, it is the student's responsibility to have all assignments completed and submitted to the classroom teacher before the end of the grading period that immediately follows. When an Incomplete is issued during the 4<sup>th</sup> 9 weeks, it is the student's responsibility to have all assignments completed and submitted to the classroom teacher by

the beginning of the following school year. If the student does not submit all work to the teacher before the end of the specified grading period, the student record reflects the actual grade earned during the grading period where the Incomplete was issued. As state EOC's are required to be averaged as 30% of a student's final grade, students taking a course associated with a statewide EOC will receive an NG (No Grade) for the course if the EOC is not taken. The student will have four opportunities a year to take the EOC; summer, fall, winter and spring.

- b. Teachers must maintain consistent grading practices for all students (See ESE section of this document for additional guidance regarding grading students with disabilities). Academic grades recorded on report cards and permanent records. And the teacher will record students' grades in the Student Information System.
2. Numerical grades shall be given in each subject area, and shall be recorded in the teacher's class grade records and on the student's permanent record card in accordance with the following scale:

Numerical Grade	Letter Grade	Rating
90-100	A	Outstanding progress
80-89	B	Above average progress
70-79	C	Average progress
60-69	D	Lowest progress
0-59	F	Failure
	I	Incomplete

Teachers may assign grades based on current Florida grade level or course standards from the following academic indicators in grades 9 through 12:

<ul style="list-style-type: none"> <li>• Assignment resubmissions</li> <li>• Class participation</li> <li>• Demonstrations</li> <li>• Drawings (maps, charts, etc.)</li> <li>• Dropping lowest grade</li> <li>• Extra credit work</li> <li>• Long term assignments</li> <li>• Panel discussions</li> <li>• Performances</li> </ul>	<ul style="list-style-type: none"> <li>• Projects (home or school)</li> <li>• Remediation of content</li> <li>• Reports</li> <li>• Retaking tests</li> <li>• School Assignments</li> <li>• Self-evaluations</li> <li>• Tests</li> <li>• Writing assignments</li> </ul>
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**Note:** The LSAs along with other computer based supplemental programs that are used for progress monitoring or diagnostic assessments may not be graded. Computer based supplemental programs that are based on current grade appropriate standards being taught and used to reinforce essential standards may be graded. They will be used to supplement but not replace the core curriculum as the primary instructional tool.

- a. Long Term Assignments
- 1) Any assignment for which at least two weeks notification is given for completion.
  - 2) A student who is absent on the due date of a long-term assignment, such as a book

report or a research paper, shall submit the assignment on the first day the student returns to school. Work submitted after the date of return will result in a grade reduction of no more than 10 percent for each day not turned in.

- 3) A student who leaves school during the day on which a long-term assignment is due shall submit the assignment before leaving school to receive full credit for the assignment.
3. Students will be provided the opportunity to improve grades in all courses listed in the Florida Course Code Directory by allowing redos of assignments, quizzes, tests, projects, etc. using the highest grade earned. Students must make an initial attempt and participate in additional learning opportunities as part of the redo process. These learning opportunities could include correcting errors, intervention time, completion of a task, etc. with teacher feedback. A retake of an assignment or an assessment must be on the same standard(s)/content however, it does not have to be in the exact format as the original, nor does it have to include the entire task if mastery has been demonstrated on a portion of the task. (The above section 5 may not apply with Code of Student Conduct violations.)
4. A clear, understandable, and consistent method of recording and assigning grades shall be maintained by teachers throughout a school year. Teachers will be expected to adhere to their contractual obligation for student grade reporting timelines.
5. Daily grades will be based on current Florida grade level standards, with a minimum of nine grades per grading period, one per week.
6. No single assignment may be weighted more than 30% of the total grade per grading period.
7. Teachers shall post progress reports for all students and parents at the mid-point of each grading period according to the District calendar.
8. When a student's performance shows an appreciable downward change or failure to meet the minimum standards of performance commensurate with the student's ability, the teacher will document communication with the student and the parent(s)/guardian(s). (Mid-point parent notification will meet this requirement.)
9. Students may be required to participate in performances outside of the school day, which may include nights and weekends. Some of these performances beyond the school day may also be used to obtain a grade for the student in that course. An alternative assignment must be offered if the student is unable to attend.
10. Parents will be notified each semester, via the student report card, when a student's GPA falls below 2.5.
11. Daily attendance, including absences and tardiness, shall be recorded and maintained by each teacher for all regularly scheduled classes and activities and shall be reported on the report card each grading period.
12. Report cards shall be posted at the end of each grading period according to the District calendar.
13. Per state statute §1008.22(3)(b)2, FS, teachers cannot give a final exam in addition to an EOC; however, they may administer a 2<sup>nd</sup> semester exam to be included in the 4<sup>th</sup> nine weeks grade for the student.
  - a. For state EOC's, the grading formula will be as follows: Class grade = 70% EOC = 30%

- b. State EOC's are administered in the following courses: Algebra 1, Geometry, Biology 1, and U.S. History.
  - c. No credit will be issued for courses with an EOC until the EOC is taken and the 30% of that score is applied and calculated into the student's final average for the course.
  - d. Even if a 2<sup>nd</sup> semester grade is not given, a grade MUST be placed in the 2<sup>nd</sup> semester bucket to allow for the calculation of the semester/final grade. In the event an exam is not given, the average of the 3<sup>rd</sup> and 4<sup>th</sup> 9 weeks should be used to allow for an average to calculate appropriately.
14. The final report card for the school year shall contain a statement indicating end-of-the-year status of grade-level performance or nonperformance, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. (§1003.33(2), F.S.)
15. Final grades recorded on a teacher's gradebook and in the student academic history may only be changed at a future time:
- a. To correct errors and/or
  - b. Under extraordinary circumstances regarding the health and welfare of the student as determined by the school principal.
  - c. For more information, contact the student's school counselor.
16. For all active students: when a grade update is complete, the new grade must then be recorded and reflected on the student's grade history.
- a. If the update was a course that was taken again to improve the student's GPA and/ or earn credit, the Grade Forgiveness process must be used wherein both attempts at the course are recorded on Skyward and are clearly shown on the student's transcript.
  - b. If the update was a change to a teacher's original grade for any of the 9 weeks or exams, then the teacher must make the change on the student information system and notification of such change sent to the school administrator for confirmation. Examples of this could include late exams, assignments or projects turned in late, or make-up work from a student who was absent due to illness.
  - c. When school personnel (teacher and/ or administrator) are updating a grade in the grade history, documentation must be provided and signatures of said school personnel obtained.
  - d. College and Career Readiness will be available for consultation when clarity is needed.
17. For graduated/withdrawn students:
- Certified School Counselors may make changes (per the guidelines above) to student transcripts until all of the graduates' information is picked up by College and Career Readiness. These changes could include community service hours logged in after graduation, or updates to the student's diploma status on Skyward.
- a. After the graduates' information has arrived at Student Services and when errors are found in these and other historic documents, the Student Services Department will take responsibility for the research and possible correction of the transcript in collaboration with the College and Career Readiness and IT departments.
  - b. Students who have earned a Certificate of Completion and may now be eligible for a high school diploma will be referred to College and Career Readiness for appropriate updates and documentation.

18. Any parent/guardian request for review, modification to, or appeal of a teacher's evaluations or assessments of a student's performance, shall be conducted pursuant to the following procedures:
  - a. The student's parent(s)/legal guardian(s) shall arrange for a conference at the proper time and place with the individual teacher, whose evaluation or assessment is in question, to discuss the matter.
  - b. If dissatisfied with the outcome of the teacher conference, the parent(s)/legal guardian(s) may appeal to the teacher's principal to conduct a second review of the teacher's student evaluation or assessment.
    - 1) The principal shall, upon request, arrange a conference, at a proper time and place, with the following parties: the principal, the teacher, the student's parent(s)/legal guardian(s), and the student.
    - 2) The principal will collaborate with their Regional Executive Director following such a conference, and the findings shall be final.
19. Any general education student failing to show expected progress toward mastery of the required Florida standards in reading, writing, science and math receives tiered support, matched to identified student needs as a result of data analysis within the four-step problem solving process. Student progress as a result of the instruction/interventions are monitored closely to assist Problem Solving Teams in determining the students' response to the instruction and interventions developed, as well as to determine next steps necessary to increase student achievement.
20. Grade Forgiveness (§1003.4282 (5), FS)
  - a. The forgiveness policy authorization is for the purpose of assisting students in meeting secondary and post-secondary requirements and goals.
    - 1) High School:
      - a) Forgiveness policies for required and elective courses shall be limited to replacing a grade of "D" or "F;" or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course.
      - b) For further help on what constitutes an equivalent or comparable course, please consult Lake County Schools Grade Forgiveness Guidelines.
    - 2) Middle Grades:
      - a) A student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F," or the equivalent of a grade of "C," "D," or "F," may replace the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course.
      - b) Students taking high school courses while in Middle Grades may repeat the high school course for grade forgiveness.
  - b. Both the initial and subsequent attempts and grades must remain on the student's transcript as an accurate reflection of the student's record of achievement.
  - c. If the final course average, with the EOC assessment included as 30 percent of the final course grade, results in a course grade of "D" or "F," the grade forgiveness options include:
    - Retaking a semester of the course

- Retaking the entire course
- Retaking only the EOC assessment for that course
- Retaking both the course and the EOC assessment to improve the final course grade.

- 1) If retaking the course, including the EOC assessment as 30 percent, or retaking the EOC assessment results in a final course average of “C” or above, then the new grade replaces the “D” or “F.”
- 2) If it does not result in a “C” or above, then the original course average stands and is not replaced.
- 3) Only one credit is allowed per course, meaning only one grade per course should be included as part of the GPA.

d. §1003.4282(5), FS: “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.”

21. Credit Recovery: Credit Recovery courses are credit bearing courses with specific content requirements. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for Credit Recovery courses are exactly the same as the previously attempted corresponding course. Credit recovery programs are offered in all District high schools.

22. In the event a Distance Learning Plan (DLP) must be implemented due to school or district closure, attendance and grading policies will align with the guidelines set forth in the DLP.

I. Grade Point Average (GPA)

1. The following four-point system will be used:

Percentage Grade	Grade	Point Conversions
90-100	A	4.00
80-89	B	3.00
70-79	C	2.00
60-69	D	1.00
0-59	F	0
	I	Incomplete

2. Course weighting will be computed using the following six (6) point system:

<b>% Grades</b>	<b>Advanced Placement, AICE &amp; IB Dual Enrollment</b>	<b>Pre-AP, Pre-AICE, Pre-IB &amp; Honors Classes</b>	<b>Standard High School Courses</b>
90-100	6	5	4
80-89	5	4	3
70-79	4	3	2
60-69	3	2	1

3. Weighted grades shall be applied to courses specifically listed or identified by the Florida Department of Education as rigorous pursuant to § 1009.531(3), F.S., or weighted by the District including Advanced Placement, Dual Enrollment, Honors, and Career Technical courses.
4. Grade points at the hundredth place will stand as the official grade point average.
5. GPA calculations will not be rounded.
6. All semester course grades (for courses taken in middle or high school for high school credit) will be used for computing GPA. For Algebra I, Geometry, Biology and US History, the final, yearlong grade with the EOC will be used for computing GPA.
7. Credits earned from pass-fail courses or pass-fail examinations will not be included when computing GPA.
8. Cumulative GPA will be computed at the end of each high school semester and recorded on student report cards.
9. All credit earning courses taken will be used when determining:
- GPA
  - Class rank
  - Graduation requirements
  - Bright Futures eligibility
  - Talented Twenty eligibility
  - Top Ten Percent
  - School-based honors recognition
10. At the end of each semester, parents of students with a cumulative GPA of less than .5 above the high school cumulative GPA required for graduation shall be notified on the student's semester report card that the student is At-Risk of not meeting their graduation GPA requirement. The notice shall contain an explanation of District policies in place to assist the student in meeting the GPA requirement (§1003.4282, FS). Counseling will be provided to the student on the options available to assist in improving their GPA:
- Grade forgiveness
  - Summer school (if available)
  - School-based tutoring
  - After-school and Saturday classes (if available)
  - Lake County Virtual School or accredited virtual option

- f. Computerized performance-based credit recovery programs offered in all District high schools.

#### 11. Academic Honors and Distinctions

Rank in class will be used to determine school-based academic honors and distinctions including valedictorian and salutatorian.

##### a. General policies for class ranking:

- 1) For purposes of class ranking, the District will exercise an exact weighted grading system by calculating and applying the weighted GPA, pursuant to § 1007.271, F.S., to the hundredths place and not rounded.
- 2) All students in programs to earn a standard high school diploma, including the 18 credit ACCEL or the Early Graduation Option, will be included in the graduation cohort class ranking.
- 3) All credit earning courses taken will be included in computing the GPA for class rank.
- 4) All students graduating during the academic school year, including mid-year and Early Graduation Option students, will be included in the graduation cohort class ranking.
- 5) Rank in class shall be used for purposes of college admissions, scholarships, financial aid, and identifying school-based honor graduates.
- 6) Rank in class shall only be given when requested and only for the above purposes.
- 7) Complete listing of students by rank will not be disseminated for any purpose.
- 8) Home Education students who transferred into a Lake County public high school must follow district guidelines pertaining to enrollment and transfer of high school credits.

##### b. School-based honors and recognition;

- 1) GPA policies will be followed in determining school-based honors such as valedictorian, salutatorian, academic honors, and/or other honors and programs.
- 2) Class rank, using the exact weighted GPA to the hundredths place, at the end of the fourth nine weeks of the academic year of high school graduation will be used to determine honors for all graduating students, including students selecting the Early Graduation Option or the 18 credit ACCEL option.
- 3) Schools may identify valedictorian and salutatorian, and/or may implement alternative academic recognition programs that would replace the identification of valedictorian and salutatorian, following district GPA policies.
  - (a) summa cum laude – 4.0 and above
  - (b) magna cum laude – 3.75-3.99
  - (c) cum laude – 3.5-3.74
- 4) A school may choose to recognize a valedictorian and a salutatorian from each graduation program: standard 4-year, 24 credits; 18 credit ACCEL; and Early Graduation Option.
- 5) To be eligible for high school valedictorian or salutatorian, a student must be eligible for a Lake County Public High School Diploma and have previously attended a Lake County high school full time (four courses) for at least two semesters at any time prior to graduation. Part-time and Early Admission dual enrollment grade 12 students are considered eligible for valedictorian or salutatorian as long as the full-time attendance for

two semesters has been met.

6) When ties occur, students will share honors as co-winners.

12. Student records must show an unweighted GPA of 2.0 on a 4.0 scale to graduate.

13. The final GPA, including all academic requirements for graduation, will be recorded in the space provided on the student's final high school transcript.

J. Alternatives for Students Not Graduating Through Traditional Means

1. General Education Development (GED®) [LTC GED] Pursuant to F.S. 1003.435, to earn the state of Florida High School Diploma via the GED

a) Be at least 16 years of age

b) File a formal declaration of intent to terminate school enrollment pursuant to s.1003.21(1)(c) Parents of home education students must file a written notice of termination upon completion of the home education program with the superintendent of the School District under s. 1002.41(1)(c), F.S.”

c) Complete and submit the Florida GED® Testing Program Underage Testing Form available on the Florida Department of Education Website:

<http://www.fldoe.org/core/fileparse.php/3/urlt/gedunderagetesterform.pdf>. For questions regarding this form, email [GEDagewaiver@fldoe.org](mailto:GEDagewaiver@fldoe.org).

d) Lake Technical College offers GED preparatory classes throughout Lake County. Although not required, students may opt to take preparatory classes prior to taking the GED® exams

b. Any candidate for the GED® test examination must have a valid government issued ID containing a photo, signature, and date of birth.

c. All candidates for the GED® test receive educational counseling and are encouraged to participate in a pre-testing program. If candidate completed GED® ready practice assessments and pre-testing identifies skill deficiencies, students are encouraged to enroll in GED® preparatory classes.

d. Candidates must achieve a minimum score of 145 on each of the 4 sections in order to earn an Adult State of Florida Diploma (GED®). All scores are set by the state. Once a student has earned an Adult State of Florida Diploma (GED®), the student may not enroll in a public high school nor earn a standard high school diploma.

2. Formal Intent to Terminate School Enrollment

a. A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond that date and may file a formal declaration of intent to terminate school enrollment with the District School Board.

b. 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.

c. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earnings potential and must be signed by the student and the student's parent/guardian.

d. The School District must notify the student's parent/guardian of receipt of the student's

declaration of intent to terminate school enrollment.

- e. The student's school counselor or other school personnel must conduct an exit interview and dropout survey, in a format prescribed by the Department of Education and pursuant to §1003.21(2)(c), Florida Statutes, with the student to determine the reason(s) for the student's decision to terminate school enrollment and actions that were and could be taken to keep the student in school.
- f. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, Performance-Based Exit Option, Adult Education, and GED test preparation.
- g. See ESE Section regarding students with disabilities

#### K. Remediation

1. A school-wide system of progress monitoring will be implemented for all students not meeting proficiency, scoring Level 1 or Level 2 on the current state assessments in English Language Arts/Reading in grades 9 and 10, mathematics, and/ or science assessments.
2. Through engagement in a 4-step problem solving process within a multi-tiered system of supports, schools will identify students in need of supplemental support with regard to reading and mathematics. For these students, a Progress Monitoring Plan (PMP) will be designed to assist students in experiencing success aligned to state and district expectations for achievement.
3. Each student not meeting specific levels of performance as determined by the District School Board in reading, writing, science, and mathematics for each grade level, or not meeting specific levels, as determined by the Commissioner of Education, on statewide assessments at selected grade levels may receive additional diagnostic assessments to assist in identifying specific areas of academic need. These needs, the root causes for their existence, and potential interventions to close the achievement gap are identified through a 4-step problem- solving process. Multiple tiers of increasingly intensive instruction and interventions which are matched to student needs are subsequently implemented to support student success. Intervention fidelity and student progress within the interventions are monitored closely to assist Problem Solving Teams in determining the students' response to the instruction and interventions developed, as well as to determine next steps necessary to increase student achievement. For more information refer to Lake County Schools MTSS web page.
4. The District School Board shall assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to under- performing students.
5. Schools must frequently monitor the progress of those students scoring at Levels 1 and 2 on the current state English Language Arts/Reading Assessment. (6A-6.053, FAC)
6. Students' scores on the current state assessments should be used in conjunction with other performance measures when determining if placement in a remedial course is necessary.
  - a. If a student scores Level 1 on the current state English Language Arts/Reading assessment, then the following year the student will be enrolled in the appropriate remedial ELA course pursuant to Lake County Schools' K-12 Reading Plan. Per the Reading Plan, when determining student placement, additional data may be used in conjunction with the most recent state assessment ELA/Reading score, including ELA scores from prior years and students' scores on other district performance measures.

- b. Rule 6A-6.053, F.A.C., states that all students must be frequently progress monitored.
- 7. Students who score a Level 1 or 2 on the Statewide Science Assessment (SSA) will follow the District Science Plan and enroll in Environmental Science as the first course and then Biology I as the second science course.
- 8. For each year in which a student scores at Level 1 or Level 2 on 8<sup>th</sup> grade state Mathematics assessment and/or the high school Algebra I EOC, the student may receive remediation the next year. The remediation courses are subject to approval by the Department of Education for inclusion in the Course Code Directory and can be through one of the following:
  - a. Integrated into the student's required mathematics class during the regular school day;
  - b. In another subject area course during the regular school day;
  - c. In a before- or after-school remediation program;
  - d. As part of a District approved computer-based program
- 9. High Schools will have the flexibility to schedule Algebra 1 EOC level 1 students into additional math classes to ensure they receive appropriate remediation.
- 10. Remedial instruction provided during high school is in addition to and may not be in lieu of English and mathematics credits required for graduation.
- 11. Remedial and Compensatory courses taken in grades 9-12 may only be counted as elective credit

L. Graduation

Graduation from a Lake County high school indicates that a student has satisfactorily completed the prescribed courses for the selected graduation/diploma option in accordance with the individual's ability to achieve, and that the student has satisfactorily passed any examinations or other requirements as prescribed by law, the State Board of Education, and the Lake County School Board.

- 1. Students who meet the requirements of the standard 24 credit, Early Graduation Option or 18 credit ACCEL:
  - a. Shall be awarded a standard diploma in a form prescribed by the State Board of Education Rule §1003.429(1) and (6), F.S.
  - b. Must meet all graduation credit requirements, testing requirements and the required 2.0 GPA in order to receive a standard high school diploma and maintain a minimum of 90% yearly attendance rate during their 12<sup>th</sup> grade year in order to qualify to participate in graduation exercises.
    - 1) Any 12<sup>th</sup> grade student with less than a 90% yearly attendance rating will be subject to an attendance review by a committee that will make the final decision.
- 2. Home Education students who transfer into a Lake County public high school must meet the requirements below in order to receive a standard high school diploma from a Lake County high school (including Lake County Virtual School):
  - a. Students must demonstrate successful completion of a minimum of 24 credits, including
    - 1) 16 core curriculum credits (§1003.4282, FS)
    - 2) 8 elective credits (§1003.4282 FS)
  - b. Credit for courses completed through Florida Virtual School (FLVS) or Lake County Virtual School (LCVS) shall be granted as presented on the FLVS or LCVS transcript.

- c. Credit for courses completed through a non-accredited program may receive Pass/Fail grades only, pending course evaluation and acceptance.
  - d. Students must be full-time enrolled (seven courses per semester) in a Lake County Schools' credit earning program (public high school, District Lake Virtual, and/or dual enrollment) during their last academic year prior to high school graduation and
  - e. Of the seven courses taken during the student's last academic year prior to high school graduation, the following must be included:
    - One (1) core English credit and
    - One (1) core mathematics credit and
    - One (1) core lab science credit or one (1) core social studies credit
    - UNLESS the student has already satisfied the total number of credits in any of those four academic areas.
  - f. The student's GPA will be based **only** on courses completed at the Lake County high school of enrollment or in District School Board approved programs.
  - g. Students must meet the state assessment requirements by passing the Grade 10 English Language Arts/Reading assessment and Algebra I EOC or by earning a concordant score.
3. Students who do not meet the minimum course requirements:
- a. Will be ineligible to receive a standard high school diploma from the Lake County public high school of enrollment and
  - b. Will be ineligible to participate in school-based recognition, honors programs or graduation exercises.
4. Students who meet the Early Graduation Option:
- a. May continue to participate in school activities and social events and may attend and participate in graduation events with the student's graduation 9<sup>th</sup> grade cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's graduation cohort.
  - b. Must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.
5. Students who don't meet either the GPA requirement and/or the testing requirement will receive a Certificate of Completion:
- a. Are eligible to participate in the graduation ceremony under one of the circumstances listed below:
    - 1) The testing requirements have not been met and the 2.0 grade point average required to graduate has not been met.
    - 2) The 2.0 grade point average required to graduate has not been met but the testing requirements have been met.
    - 3) The testing requirements have not been met but the 2.0 grade point average requirement has been met.
  - b. May follow one of the options below in order to meet requirements necessary to receive a standard high school diploma:
    - 1) Accept the Certificate of Completion and terminate high school.

- 2) Accept the Certificate of Completion and return to high school for a 13<sup>th</sup> year to complete requirements to earn a standard high school diploma. Accept the Certificate of Completion, then take the General Educational Development (GED) Examination with the objective of earning a Florida State High School Diploma.
  - 3) Accept a Certificate of Completion and continue to work towards passing state assessments.
  - 4) Accept the Certificate of Completion and take the Post-Secondary Readiness Test (PERT) to be admitted to remedial or credit earning courses at a state college for those students needing passing scores on state assessments. Students who are eligible for this option will have to earn passing scores on those assessments before they are allowed to earn an AA at the state college.
- c. When deficiencies are completed and/or statewide, standardized assessments have been passed, the student will be granted a standard high school diploma after verification has been made to ensure the completion of all graduation requirements at College and Career Readiness.
  - d. The credit(s) completion date or testing requirement completion date will be recorded on the student's transcript as the graduation date.
6. Students who have earned a Scholar Diploma Designation or Merit Diploma Designation will receive such designations on their diplomas upon graduation.
  7. Students who are eligible for Graduation/Commencement Activities:
    - a. May attend graduation activities if they are eligible for one of the following:
      - 1) Standard High School Diploma (4-year 24 credits, ACCEL 18 Credits or Early Graduation Option)
      - 2) Certificate of Completion
    - b. Per Lake County School Board must:
      - 1) Be in good academic standing, and
      - 2) Be in good behavioral standing, and
      - 3) Have paid any outstanding fees.
    - c. Must follow all policies in the Lake County Schools' Code of Student Conduct and Policy Guide. [\[CODE OF STUDENT CONDUCT\]](#)
    - d. Must, on his/her own, secure all information regarding arrangements for any commencement activities such as cap and gown ordering, invitation and rehearsal/graduation ceremonies location.
  8. Diploma Distribution
 

Diplomas will be distributed during or following the scheduled commencement ceremonies held at the end of each school year.

See ESE Section regarding distribution for students with an IEP who defer receipt of diploma.
  9. Diploma Origin
    - a. Diplomas will be issued by the school the student completed their final requirements from and will match their transcript.
    - b. In the instance that a student graduates from a district alternative school, the student will

receive a general diploma with Lake County Schools as the origin, or their current school of enrollment.

M. Standardized Testing (Appendix D)

1. Students pursuing a standard, four-year, 24 credit high school diploma or an accelerated diploma via the ACCEL 18 Credits or Early Graduation Option are required to pass the Grade 10 current state English Language Arts assessment and the Algebra 1 End of Course Assessment (ALG 1 EOC), or earn scores on a standardized test that are concordant with a passing score, current state ELA assessment concordant scores can be substituted at any time; however, if the student is in grade 10 he/she must participate in the current state Grade 10 English Language Arts assessment regardless of having earned a concordant score.

For a full list of the required tests and test scores, please see Appendix D.

## **VIII. FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM**

- A. To access the most current and accurate Bright Futures Scholarship information, including legislative updates, eligibility criteria, status, and award information, and to begin the Florida Financial Aid Application process, visit the Office of Student Financial Assistance website at: [\[OSFA\]](#)
- B. The requirement to provide unofficial graduation transcripts for Bright Futures, and State University System evaluations will be fulfilled with district transcript submissions to the FDOE three times per year (at the beginning of the school year, the middle of the school year, and the end of the school year).

## **IX. PARTIAL WAIVER OF THE CHILD LABOR LAW**

Students wishing to work during normal school hours, more than 30 hours per week, working past 11 pm, or requesting to work more than 4 hours without a break may apply for a Partial Waiver of the Child Labor Law. Pursuant to Section 450.095, F.S. “when it clearly appears to be in the best interest of the child, based upon a case-by-case review of the relevant facts, the Department, or school district designee if the minor is enrolled in the public school system, shall grant a waiver of any restriction imposed by the Child Labor Law, or by these rules.”

- A. An application may be made by the minor, his or her parent(s), guardians, or chaperone, or by the employers of the minor.
- B. When determined to be in the best interest of the minor, the school district designee/ school administrator shall issue a Partial Waiver which shall specify the restriction(s) waived, and shall be valid for a period specified on the Partial Waiver, not to exceed one (1) year.
- C. Employers shall keep a copy of any Partial Waiver granted in their file during the entire period of employment for which the Partial Waiver is applicable. The school district shall also keep a copy of the waiver to be kept in the student’s cumulative file.
- D. Interested students should request the application from their school counselor or principal. The student will then fill it out and bring back for required signatures. The decision to grant the Partial Waiver is made in the best interest of the student. For more information, contact the student’s school counselor.

## X. EXCEPTIONAL STUDENT EDUCATION

### Introduction

The Exceptional Student Education (ESE) Department is committed to excellence in education for all students with disabilities and students who are gifted. Services for students with disabilities are provided for those eligible students from ages 3 through 21 as indicated on the Individual Educational Plan (IEP). The Student Progression Plan ensures a uniform method whereby the students of the District progress from one level to the next.

#### A. Exceptional Student Education

##### 1. ESE Programs

The following ESE programs are offered in the school district:

ASD	Autism Spectrum Disorder
DD	Developmentally Delayed
DHH	Deaf or Hard-of-Hearing
DSI	Dual Sensory Impairment
EBD	Emotional/Behavioral Disability
Gifted	Gifted
H/H	Hospital/Homebound
InD	Intellectual Disability
LI	Language Impairment
OHI	Other Health Impairment
OI	Orthopedic Impairment
OT	Occupational Therapy (Related Services)
PT	Physical Therapy (Related Services)
SI	Speech Impairment
SLD	Specific Learning Disability
TBI	Traumatic Brain Injury
VI	Visual Impairment

##### 2. Eligibility Criteria

The criteria for eligibility and the specific admission requirements are contained in the current year's ESE Policies and Procedures document, which can be found on the following site:

[\[EXCEPTIONAL STUDENT EDUCATION\]](#)

Each program is listed individually.

##### 3. Transfer Students

Prior to enrolling in a Lake County school, a student must meet all admission requirements. A transferring student with a disability is one who was previously enrolled as a student with a disability in any other school or agency, and who is enrolling in a Florida school district or in an educational program operated by the department through grants or contractual agreements.

A student with a disability, or who is gifted, who has a current IEP/EP and is transferring from one Florida public school district to another is placed in the appropriate program(s), consistent with the current IEP/ EP. The IEP/EP may be reviewed and revised if determined necessary by the Lake County School District, according to the ESE Policies and Procedures document. A copy is located in the District ESE Department site: [\[EXCEPTIONAL STUDENT EDUCATION\]](#)

A student with an IEP who is transferring from out of the state of Florida is placed in a comparable program, based on verification of previous placement, until the IEP team meets to determine if the student meets eligibility criteria in the state of Florida. If a student with an IEP enrolls in the summer, a meeting must be held before the first day of school and an IEP developed.

## B. Program of Study in the ESE Programs

A variety of placement options for the provision of curriculum and instruction in the Least Restrictive Environment are available for students with disabilities as determined by an IEP team. The options include regular class, consultation, in class support, resource room, special class, special day school, and other appropriate options on the continuum of services.

### 1. State Standards

Students with disabilities must have access to the general education curriculum which includes the current Florida standards. Instruction is provided in the placement identified in a student's Individual Education Plan (IEP). Accommodations must be provided as documented in the IEP to ensure equal access to the academic content standards and assessments. Documentation of this instruction will be included in the present level of performance of the IEP, general education and ESE teacher lesson plans, service logs, teacher grade books, portfolio, and/or school-wide plan. Elementary, middle, and high school students with significant cognitive disabilities may be instructed in the Florida Standards Access Points curriculum and participate in the Florida's alternate assessment if determined by the IEP team and state criteria are met.

### 2. Transition Services

Transition Services needs for all students in an ESE program (excluding gifted) are addressed beginning at age 12. Beginning no later than age 14 or 7<sup>th</sup> grade whichever occurs first, postsecondary measurable goals, as well as transition goals, are developed. Any changes to the initial postsecondary goals written must be approved by the parent/ guardian or the adult student.

### 3. Extended School Year Services (ESY)

Students may be eligible for ESY. Eligibility is determined by the IEP team based on a review of required data and considerations including:

- Anticipated regression and rate of recoupment
- Emerging skills
- Nature and severity of the disability
- Interfering behaviors
- Rate of progress Critical point of instruction, other special circumstances, such as transition from school to work

These needs must be addressed and documented at the annual IEP review or at an additional formal IEP meeting.

#### 4. Graduation

Beginning no later than age 14 or 7<sup>th</sup> grade, whichever occurs first, the Individual Educational Plan (IEP) must reflect which type of diploma or certificate a student in an ESE program is attempting to earn.

Each year, beginning no later than age 14 or 7<sup>th</sup> grade, whichever occurs first with, the student's progress toward graduation must be documented on the IEP. The IEP team must review the current selected diploma options to determine continued appropriateness. The certified school counselor will complete an annual credit check that aligns with the student's cohort group graduation requirements. Any changes to the current diploma option must be approved by the parent/guardian or the adult student.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities receive a written notice summarizing current academic achievement, functional performance, and recommendations for post-secondary goals upon graduation from high school. The Summary of Performance form and a Prior Written Notice (PWN) must be completed at an IEP meeting during the final term that the student is enrolled prior to anticipated graduation and/or exiting the K-12 system.

Students with disabilities are expected to complete end-of-course (EOC) exams for any of the standard diploma options. The IEP team may consider an EOC exam waiver as designated by State Board Rule, but the student must attempt an EOC one time before this can be considered. Students who are in an ESE program may also meet the Florida state assessment requirement through concordant scores.

#### C. Reporting Student Progress

Progress for students with disabilities is reported as frequently and in the same manner as students without disabilities. Additionally, at the end of each grading period, students with disabilities receive an ESE Progress Report that reflects the student's progress on annual IEP goals.

#### D. Grading Policy

One of the purposes of grading is to convey to the student and to the parent an accurate picture of the student's achievement. Students with disabilities may require accommodations to the current general education Florida Standards. Students instruction on the Access Points-Alternate Academic Achievement Standards may require accommodations and modifications. or modifications to the Next Generation Sunshine State Standards, Florida standards, or Florida Standards Access Points. ESE teachers must address the benchmarks for all students with disabilities either through accommodations and/or modifications, depending on the needs of the student, as identified in the IEP. If a student is working below grade level in any subject there must be a statement describing the level in the Present Level section of the student's IEP.

Accommodations are adjustments made to the way skills and concepts are taught and assessed but do not affect the expected outcomes in relation to Florida standards and Next Generation Sunshine State Standards. If a student with a disability participates in the general curriculum with accommodations to instruction and assessment, the teacher implements the accommodations and then grades the student according to the established learning criteria. By adjusting instruction and assessment using accommodations needed by the student, the grade can be calculated with assurance that it reflects what the student has had an opportunity to learn.

Modifications are changes to expected outcomes and curricular standards, and are utilized in conjunction with the Access Points-Alternate Academic Achievement Standards. The IEP team determines appropriate modifications to the curriculum and level of instruction. The level of instruction is below actual grade placement and should be clearly conveyed to the parent. Modifications to the curriculum are generally used in coordination with an assessment that is compatible with the Access Points-Alternate Academic Achievement Standards Grading systems that should be used for students using curriculum modifications should reflect the student's expected level of performance based on modified state standards and the student's functional level.

A student's curriculum cannot be modified unless the IEP team determines that it is appropriate based on state criteria and the student's parent gives consent.

#### 1. Elementary K-5

- a. Students receiving services in Exceptional Student Education are to be graded on acquisition of the current Florida standards. Students who meet criteria for the Access Points-Alternate Academic Achievement Standards will be graded according to the progress on the current level of complexity. Students who earn a grade of A or B in an Access Points course should be moved to the next level of complexity from concrete to abstract and/or decrease the level of assistance based on the scores obtained on the scale and rubric used for grading for each content area.
- b. If a student with a disability is functioning below grade level, the IEP team must define this clearly in the student's IEP present level of performance.
- d. In order for a grade of F to be assigned, the student's records must be reviewed by the student's teachers and the school administrator/designee prior to the end of the current grading period. The following must have occurred:
  - 1) Interim progress report was sent to parent
  - 2) Accommodations and/or modifications were appropriate to student needs and were implemented
  - 3) Measurable goals and objectives appropriate to level of performance were developed
  - 4) Behavior management plan was in place if behavior interfered with academic performance
  - 5) IEP addressed the student's needs

## 2. Middle Grades

- a. Students receiving services in Exceptional Student Education are to be graded on acquisition of the current Florida standards. Students who meet criteria for the Access Points-Alternate Academic Achievement Standards will be graded according to the progress on the current level of complexity.
- b. Students who earn a grade of A or B in Access Points course should be moved to the next level of complexity from concrete to abstract and/or decrease the level of assistance based on the scores obtained on the scale and rubric used for grading for each content area.
- c. In order for a grade of F to be assigned, the student's records must be reviewed and evaluated by the student's teachers and the school administrator/designee prior to the end of the current grading period. The following must have occurred:
  - 1) Interim Progress report was sent to parent
  - 2) Implemented accommodations and/or modifications appropriate to student needs
  - 3) Goals and objectives appropriate to level of performance were developed
  - 4) Behavior management plan was in place if behavior interfered with academic performance
  - 5) IEP addressed the student's needs

## 3. High School

- a. Students receiving services in Exceptional Student Education are to be graded on acquisition of the current Florida standards. Students who meet criteria for the Access Points-Alternate Academic Achievement Standards will be graded according to the progress on the current level of complexity.
- b. Students who earn a grade of A or B in Access Points course should be moved to the next level of complexity from concrete to abstract and/or decrease the level of assistance based on the scores obtained on the scale and rubric used for grading for each content area.
- c. In order for a grade of F to be assigned, the student's records must be reviewed and evaluated by the student's teachers and with the school administrator/ designee prior to the end of the current grading period. The following must have occurred:
  - 1) Interim Progress report was sent to parent
  - 2) Accommodations and/or modifications were appropriate to student needs and were implemented
  - 3) Measurable goals and objectives appropriate to level of performance were developed
  - 4) Behavior management plan was in place if behavior interfered with academic performance
  - 5) IEP addressed the student's needs

## E. Classroom Testing and State Assessment

A student with a disability is eligible to receive accommodations on current state assessments if the IEP team determines and documents that the student requires allowable accommodations

during instruction and classroom assessments. The IEP team should determine which accommodations the student needs and they must be documented in the student's IEP. The accommodations are then used regularly in the classroom for daily academic work and assessments. In accordance with testing guidelines, these same accommodations—if proven successful in the classroom and if allowable—may be used during the administration of statewide assessments. Accommodations not allowable on state assessments can be provided for classroom instruction and assessments if parents give consent.

#### F. Alternate Assessment

Students with a disability should participate in the statewide assessment program by taking the current state assessments with or without accommodations unless the student meets criteria for participation in the Florida's alternate assessment. All determinations regarding participation in the statewide assessment program must be documented in the student's IEP. The Checklist for Course and Assessment Participation must be completed and/or updated annually by the IEP team. The eligibility criteria for the Florida's alternate assessment must be completed as part of the IEP and parental consent must be obtained annually. An exemption from participation in a statewide assessment may be requested for an extraordinary circumstance or condition per Section 1008.212, Florida Statutes, or for medical complexity per s. 1008.22(9), F.S.

#### G. Promotion and Retention Criteria

Students in Exceptional Student Education programs are expected to meet standard promotion criteria unless otherwise determined by the IEP team. Additional considerations are included in the table below.

**Lake County Schools Student Promotion/Retention Plan**

**Exceptional Student Education Elementary School**

***Elementary School Promotion/Retention Criteria Indicators***

Pre-K students who turn five on or before September 1<sup>st</sup> are eligible to attend kindergarten. However, an eligible prekindergarten child with a disability may receive instruction for one additional school year in a prekindergarten classroom in accordance with the child's individual educational plan (IEP).

The parent or guardian must be informed, in writing, of an additional year in the prekindergarten classroom (the additional year is not considered a "retention", thus impacting the future consideration of a "good cause exemption"). If a parent disagrees with the IEP team recommendation for an additional year of instruction in a prekindergarten classroom, the team's recommendation may not be used to deny a child admission to kindergarten.

Retention of students on Access Points-Alternate Academic Achievement Standards.

Students with a significant cognitive disability eligible for instruction on the Access Points-Alternate Academic Achievement Standards may receive instruction for one additional school year in accordance with the student's individual education plan (IEP). The IEP team, including parent, will meet formally to determine if retention for an additional year is appropriate to meet the student's needs.

A student in an ESE program who has not met grade level standards may be considered for **Alternative Promotion** based on consideration of any one of the following criteria:

- a. Number of retentions (one or more)
- b. Students identified as ELL
- c. Students identified as having a disability under Individuals with Disabilities Education Act (IDEA) or Section 504.
- d. Severe health issues.
- e. Evidence demonstrating adequate student achievement.
- f. Current state assessments in English Language Arts and Mathematics at level 2 or above.
- g. Student performance on appropriate alternative assessment(s).

Students in Exceptional Student Education programs who are in the third grade may be exempt from mandatory retention for good cause.

See page/section regarding "Placement Due to Good Cause."

<b>Lake County Schools Student Promotion/Retention Plan</b>	
<b>Exceptional Student Education Middle Grades</b>	
<b>Grade</b>	<b><i>Middle Grades Promotion/Retention Criteria Indicators</i></b>
6-8	<p>If a Middle Grades student who is in an ESE program has not met grade level standards, factors to be considered must include: general progress, attendance, mental and physical health, maturity, work habits and attitudes, types of disability, and ability of the student.</p> <p>Retention of students on Access Points-Alternate Academic Achievement Standards.</p> <p>Students with a significant cognitive disability eligible for instruction on the Access Points-Alternate Academic Achievement Standards may receive instruction for one additional school year in accordance with the student's individual education plan (IEP). The IEP team, including parent, will meet formally to determine if retention for an additional year is appropriate to meet the student's needs.</p>

<b>Lake County Schools Student Promotion/Retention Plan</b>	
<b>Exceptional Student Education High School</b>	
<b>Grade</b>	<b><i>High School Promotion/Retention Criteria Indicators</i></b>
9-12	See High School Promotion criteria Appendix E

I. Standard Diploma Options for Students with Disabilities

The majority of students in an ESE program will be pursuing a traditional standard high school diploma and must meet the promotion requirements based on the student's 9<sup>th</sup> grade cohort. Provisions shall be made for course accommodations as necessary to ensure students with a disability access to a standard diploma.

Students with disabilities earning a standard diploma (of any type) may return to school through age 21 if receipt of the diploma is deferred. Once the diploma has been conferred, a student is no longer eligible to return to school.

Additional diploma options are available to students with disabilities. Requirements for these diploma options are outlined in the following table.

Students transferring from out of state who have not conferred a standard diploma may be eligible to enroll and continue receiving services through age 21.

**2023-24 Florida Graduation Options Chart: Students Entering 9th Grade  
Prior to 2023-24**

<p><b><u>24 Credit Standard Diploma Option</u></b> <i>Available to all students, including students with disabilities</i></p>	<p><b><u>24 Credit Standard Diploma Option with Academic and Employment Requirements</u></b> <i>Available only to students with disabilities</i></p>	<p><b><u>24 Credit Standard Diploma Option (Access Courses)</u></b> <i>Available only to Students with Significant Cognitive Disabilities, who take access courses and the alternative assessment</i></p>
<b>English Language Arts (4 Credits)</b>		
<p>ELA 1, 2, 3, 4 ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement</p>	<p>Includes all requirements listed in column one May substitute a Career Technical Education (CTE) course with content related to English for English 4</p>	<p>Includes all requirements listed in column one May substitute access course codes for general education courses May substitute a CTE course with content related to English for English 4.</p>
<b>Mathematics (4 Credits)</b>		
<p>One of which must be Algebra 1 and one of which must be Geometry Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) An identified computer science* credit may substitute for up to one math credit (except for Algebra 1 and Geometry) *A computer science credit may not be used to substitute for both a mathematics and science credit.</p>	<p>One of which must be Algebra 1 and one of which must be Geometry Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry)</p>	<p>One of which must be Algebra 1 and one of which must be Geometry Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) May substitute access courses for general education courses May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra and Geometry)</p>

<b>Science (3 Credits)</b>		
<ul style="list-style-type: none"> <li>▪ One of which must be Biology 1, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1)</li> <li>▪ An identified computer science* credit may substitute for up to one science credit (except for Biology 1) *A computer science credit may not be used to substitute for both a mathematics and science credit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Includes all requirements listed in column one</li> <li>▪ May substitute a CTE Course with content related to science for one science credit (except for Biology 1)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Includes all requirements listed in column one</li> <li>▪ May substitute access courses for general education courses</li> <li>▪ May substitute a CTE course with content related to science for one science credit (except for Access Biology 1)</li> </ul>
<b>Social Studies (3 Credits)</b>		
<b>8 Elective Credits</b>		
	<ul style="list-style-type: none"> <li>▪ Must include .5 credit in an employment based course</li> <li>▪ May include exceptional student education (ESE) courses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ May include employment- based course/s</li> </ul>
<b>Fine and Performing Arts, Speech and Debate, or Practical Arts (1 Credit)</b>		
<b>Physical Education to include the integration of health (1 Credit)</b>		
<b>Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments or meet the criteria for a waiver of assessment results</b>		
<p>18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) Option – <i>Available to all students, including students with disabilities</i></p>	<p>Career and Technical Education (CTE) Graduation Pathway (requires a minimum of 18 credits) – <i>Available to all students, including students with disabilities</i></p>	
<b>English Language Arts (4 Credits)</b>		

<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Includes all requirements listed in column one</li> <li>• Including statewide grade 10 Reading assessment or the grade 10 ELA assessment or earn a concordant score</li> </ul>
<b>Mathematics (4 Credits)</b>	
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry.</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> </ul> <p>*A computer science credit may not be used to substitute for both a mathematics and science credit.</p>	<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry.</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> </ul> <p>*A computer science credit may not be used to substitute for both a mathematics and science credit.</p>
<b>Science (3 Credits)</b>	
<ul style="list-style-type: none"> <li>• One of which must be Biology 1</li> <li>• Two of the three required credits must have a laboratory component</li> <li>• An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1)</li> <li>• An identified computer science* course may substitute for up to one science credit (except for Biology 1) *A computer science credit may no</li> </ul>	Includes all requirements listed in column one
<b>Social Studies (3 Credits)</b>	
<p>1 credit in World History  1 credit in U.S. History  .5 credit in U.S. Government  .5 credit in Economics with Financial Literacy</p>	Includes all requirements listed in column one
<b>Electives (3 Credits)</b>	<b>Electives (4 Credits)</b>
Career and Technical Education – Not Required Work-Based Learning Programs – Not Required	Career and Technical Education (2 Credits) - Courses must result in a program completion and an industry certification Work-Based Learning Programs (2 Credits) - Complete two credits in work-based learning programs. May substitute up to 2 credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill requirement

<b>Fine and Performing Arts, Speech and Debate, or Practical Arts (1 Credit)</b>	<b>Fine Arts and Performing Arts, Speech and Debate, or Practical Arts – Not Required</b>
	*Must meet program completion and industry certification
<b>Physical Education – Not Required</b>	
<b>Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments or meet the criteria for a waiver of assessment results.</b>	

\*State eligibility criteria must be met and Parental consent is required before a student may take access courses.

\*\*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory and CTE Curriculum Frameworks on the Florida Department of Education website.

\*\*\*18 credit option is allowed for Standard Diploma and Standard Diploma via Access Points for Students with significant cognitive disabilities only.

**2023-24 Florida Graduation Options Chart: Students Entering 9th Grade in 2023-24 and Thereafter**

<p><b><u>24 Credit Standard Diploma Option</u></b>  <i>Available to all students, including students with disabilities</i></p>	<p><b><u>24 Credit Standard Diploma Option with Academic and Employment Requirements</u></b>  <i>Available only to students with disabilities</i></p>	<p><b><u>24 Credit Standard Diploma Option (Access Courses)</u></b>  <i>Available only to Students with Significant Cognitive Disabilities, who take access courses and the alternative assessment</i></p>
<p><b>English Language Arts (4 Credits)</b></p>		
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes all requirements listed in column one</li> <li>• May substitute a Career Technical Education (CTE) course with content related to English for English 4</li> </ul>	<ul style="list-style-type: none"> <li>• Includes all requirements listed in column one</li> <li>• May substitute access course codes for general education courses</li> <li>• May substitute a CTE course with content related to English for English 4.</li> </ul>
<p><b>Mathematics (4 Credits)</b></p>		
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except</li> </ul>	<p>Includes all requirements listed in column one</p> <ul style="list-style-type: none"> <li>• May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>	<p>Includes all requirements listed in column one</p> <ul style="list-style-type: none"> <li>• May substitute access courses for general education courses</li> <li>• May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>

<p>for Algebra 1 and Geometry)</p> <ul style="list-style-type: none"> <li>An identified computer science* credit may substitute for up to one math credit (except for Algebra 1 and Geometry)</li> </ul> <p>*A computer science credit may not be used to substitute for both a mathematics and science credit.</p>		
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<b>Science (3 Credits)</b>		
<ul style="list-style-type: none"> <li>One of which must be Biology 1, two of which must be equally rigorous science courses.</li> <li>Two of the three required credits must have a laboratory component.</li> <li>An industry certification that leads to college credit substitutes for up to one science credit</li> </ul>	<p>Includes all requirements listed in column one</p> <ul style="list-style-type: none"> <li>May substitute a CTE Course with content related to science for one science credit (except for Biology 1)</li> </ul>	<p>Includes all requirements listed in column one</p> <ul style="list-style-type: none"> <li>May substitute access courses for general education courses</li> <li>May substitute a CTE course with content related to science for one science credit (except for Access Biology 1)</li> </ul>

<p>(except for Biology 1)</p> <ul style="list-style-type: none"> <li>An identified computer science* credit may substitute for up to one science credit (except for Biology 1) *A computer science credit may not be used to substitute for both a mathematics and science credit</li> </ul>		
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**Social Studies (3 Credits)**

**7.5 Elective Credits**

<ul style="list-style-type: none"> <li>May include employment-based course/s</li> </ul>	<ul style="list-style-type: none"> <li>Must include .5 credit in an employment-based course</li> <li>May include exceptional student education (ESE) courses.</li> </ul>	<ul style="list-style-type: none"> <li>May include employment-based course/s</li> </ul>
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**1 Credit in Fine and Performing Arts, Speech and Debate, CTE or eligible Practical Arts (per Course Code Directory)**

**0.5 Credit in Personal Financial Literacy**

**Physical Education to include the integration of health (1 Credit)**

**Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments or meet the criteria for a waiver of assessment results**

<p>18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) Option – <i>Available to all students, including students with disabilities</i></p>	<p>Career and Technical Education (CTE) Graduation Pathway (requires a minimum of 18 credits) – <i>Available to all students, including students with disabilities</i></p>
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<b>English Language Arts (4 Credits)</b>	
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Includes all requirements listed in column one</li> <li>• Including statewide grade 10 Reading assessment or the grade 10 ELA assessment or earn a concordant score</li> </ul>
<b>Mathematics (4 Credits)</b>	
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry.</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> </ul> <p>**A computer science credit may not be used to substitute for both a mathematics and science credit.**</p>	Includes all requirements listed in column one
<b>Science (3 Credits)</b>	
<ul style="list-style-type: none"> <li>• One of which must be Biology 1</li> <li>• Two of the three required credits must have a laboratory component</li> <li>• An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1)</li> <li>• An identified computer science* course may substitute for up to one science credit (except for Biology 1) *A computer science credit may not be used to substitute for both a mathematics and science credit.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes all requirements listed in column one</li> </ul>
<b>Social Studies (3 Credits)</b>	
<p>1 Credit in World History  1 Credit in U.S. History  .5 Credit in U.S. Government  .5 credit in Economics with Financial Literacy</p>	Includes all requirements listed in column one
<b>Electives (2.5 Credits)</b>	<b>Electives (3.5 Credits)</b>

<p style="text-align: center;">Career and Technical Education – Not Required</p> <ul style="list-style-type: none"> <li>• Unless used to meet the 1 Credit requirement for Fine and Performing Arts, Speech and Debate, CTE or eligible Practical Arts</li> <li>• Work-Based Learning Programs – Not Required</li> </ul>	<p>Career and Technical Education (2 Credits) - Courses must result in a program completion and an industry certification</p> <p>Work-Based Learning Programs (1.5 Credits) - Complete two credits in work-based learning programs</p> <p>*May substitute up to 2 credits of electives, including 0.5 credit in financial literacy, for work-based learning program courses to fulfill requirement*</p>
<p style="text-align: center;">1 Credit in Fine and Performing Arts, Speech and Debate, CTE or eligible Practical Arts, per Course Code Directory</p>	<p style="text-align: center;">Fine Arts and Performing Arts, Speech and Debate, or Practical Arts – Not Required</p>
<p style="text-align: center;">0.5 Credit in Personal Financial Literacy Physical Education – Not Required</p>	
<p style="text-align: center;"><b>Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments or meet the criteria for a waiver of assessment results.</b></p>	

**K. Diploma Deferment**

Under 6A-1.09963. Graduation deferral is the ability for a student with a disability to delay receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of a standard high school diploma if the student:

1. Has an Individual Education Plan that prescribes special education, transition planning, transition services, or related services through age 21; **and**
2. Is enrolled or will be enrolled in accelerated college credit instruction pursuant to 1007.27, F.S. industry certifications courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar Designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

**Note: Students transferring from out of state who have not conferred a standard diploma may be eligible to enroll and continue receiving services through age 21.**

**Diploma Distribution**

1. Diploma is set aside prior to graduation.
2. Diploma is stored in the student’s cumulative folder until the student accepts the diploma or reached the age of 22.

**J. Formal Intent to Terminate School Enrollment**

Prior to a student terminating school enrollment, the IEP team must meet formally to discuss and document the student’s reasons to terminate school enrollment. Opportunities to continue education should be discussed and documented.

## **XI. VIRTUAL SCHOOL**

### **A. Overview**

1. Lake County Schools (LCS) offers a virtual instruction program in accordance with Florida Statute 1002.45(1)(b) with at least three options for part-time and full-time virtual instruction.
  - a. The virtual instruction program is a public school choice option per Florida Statute 1002.20(6)(a).
  - b. LCS offers virtual education in conjunction with flexible student scheduling, including blended schedules (combinations of virtual and brick-and-mortar courses), virtual education during the school day in a computer lab or elsewhere on campus on a space-available basis, and/or virtual education from home or other off-campus locations if authorized by the parent.
2. The following virtual education options may be available to students:
  - a. Lake County Virtual School (LCVS) provides full-time and part-time virtual education for students in grades K-5 for elementary courses and/or for those who wish to access secondary courses for acceleration. The district offers options are:
    - 1) FLVS franchise (7004)
    - 2) K12/Fuel Ed (7001)
  - b. LCVS also offers full-time and part-time virtual education for students in grades 6-12. The district options are:
    - 1) FLVS franchise (7004)
    - 2) Edgenuity (7006)
  - c. School (FLVS). These courses are not taught by LCVS teachers, nor does LCVS create or maintain the curriculum. LCVS provides no instructional or technical support for courses taken with FLVS, and grades/credits earned in FLVS courses transfer to a LCVS student in accordance with provisions of other sections of this document.

### **B. Student Classification**

#### **1. Public School Students**

- a. A student in grades K-5 entering virtual education to participate as a public school student will be classified as:
  - 1) Full-time through either LCVS (7004) or LCVS (7001), if the student enrolls in virtual education for all core academic courses and PE and takes no courses in a brick- and-mortar school. In this option, the student would take state assessments, take district assessments, and receive counseling and intervention services at the LCVS offices.
  - 2) Part-time in LCVS (7004), if the student is enrolled in a brick-and-mortar LCS school and enrolls in at least one LCVS course. Students may not be simultaneously enrolled in the same course in a virtual school and brick-and-mortar school. In this

option, the student would take state assessments, district assessments, and receive counseling and intervention services at the brick-and-mortar school.

b. A student in grades 6-12 entering virtual education to participate as a public school. A student will be classified as:

- 1) Full-time in LCVS (7004) if the student enrolls in virtual education for all courses and takes no courses in a brick-and-mortar school. However, a full-time LCVS student may take one or more courses at the student's zone school by mutual agreement of the LCVS principal or designee and the principal of the zone school or designee. In this option, the student would take state assessments, take district assessments, and receive counseling and intervention services at the LCVS offices.
- 2) Part-time in LCVS (7004), if the student is enrolled in a brick-and-mortar LCS school and enrolls in at least one LCVS course. Students may not be simultaneously enrolled in the same course in a virtual school and brick-and-mortar school. In this option, the student would take state assessments, district assessments, and receive counseling and intervention services at the brick-and-mortar school. Schools may not require students to take part-time virtual courses in addition to their regularly scheduled school courses.

## 2. Non-Public School Students

a. A student who is enrolled in a non-public school may also enroll in one or more virtual education courses on a part-time basis and will be assigned to a virtual school/program based on the course(s) selected.

## 3. Home Education Students

a. A student who is registered in a Home Education program in Lake County per Florida Statute 1002.41 may access one or more virtual education courses through LCVS on a part-time basis. Home Education students in secondary courses may not exceed six (6) half-credit courses per semester in LCVS. Even in cases where the entire home education program consists of virtual education, the parent of a Home Education student remains responsible for maintaining a Home Education program and portfolio as required in Florida Statute 1002.4.1

## C. High School Graduation

1. Public school students who are enrolled full-time in Lake County Virtual School (7004) and meet the high school graduation requirements listed in the High School section of this document will receive a diploma, with the appropriate designation if so eligible, from Lake County Virtual School.
2. Non-public school and home education students enrolled in an LCS virtual education option who subsequently wish to enter LCVS as a public school student for the purpose of graduation from high school must enroll in LCVS no later than the second semester open enrollment window. The student must complete graduation requirements listed in the High School section of this document in order to receive a diploma, with the appropriate designation if so eligible, from Lake County Virtual School.

#### D. Enrollment and Eligibility

1. Public school students seeking enrollment into a full-time virtual education option must register with the LCVS offices and meet all admission requirements.
2. Non-public school students and home education students seeking enrollment into a part-time virtual education option must register with the LCVS offices and meet all of the admission requirements.
3. LCVS Full-Time Enrollment Windows and Requirements:
  - a. Full-time enrollment in LCVS for semester 1 will be open annually for at least 90 days, ending 30 days before the first day of the school year. Attendance of official Virtual School Orientation is required.
  - b. Full-time enrollment in LCVS for semester 2 will be open on a space-available basis starting 60 days before the start of semester 2, ending 30 days before the first day of the second semester. Attendance of official Virtual School Orientation is required.
  - c. The enrollment period restriction may be waived for good cause (such as medical documentation, family hardship, and/or transfer from another virtual school) by the principal of LCVS in collaboration with LCS District Staff. Attendance of official Virtual School Orientation is required.
4. Any student entering LCVS with a prior year state assessment English language arts or EOC Math score of Level 1 or Level 2, will be required to sign a contract as a condition of enrollment committing to one (1) or more weekly face-to-face sessions at the LCVS Office or virtual tutoring for remedial support. Failure to meet the provisions of this contract may result in return to zoned school as appropriate.
5. For Students entering virtual education with an Individual Education Plan (IEP) or Section 504 plan, an IEP/504 team meeting will be scheduled, to include representation from virtual school, to determine whether, based on the student's needs, appropriate services, supports and accommodations can be provided in a virtual setting in order for the student to receive a free appropriate public education (FAPE).

#### E. Annual Re-Enrollment Policy

1. To qualify for enrollment for the following school year, a student enrolled in full-time LCVS must maintain satisfactory attendance by participating in mandatory face-to-face or virtual sessions, completing required state/district assessments, maintaining satisfactory course pacing and completion, and complying with any contract(s) related to Level 1 and/or Level 2 scores on current state English language arts assessment and/or EOC Mathematics.

#### F. Pace and Performance

1. During the first twenty-eight (28) days of any virtual education course, or for a shorter period of time if so, established by the principal of LCVS, a student may be dropped from the course if pace expectations, which are established and published for each course by the administration of LCVS, are not met. Following an administrative withdrawal from a

course, the LCVS administration may choose to allow a student to re-enroll in the course if the student and parent enter into a performance contract.

2. The compulsory attendance requirement for full-time virtual education students is met through course pace requirements, which are established and published by the administration of LCVS. A student who falls behind pace in one or more courses will receive attendance interventions from the teacher and then be referred to LCVS administration if pace remains deficient.
  - a. Attendance is taken based on student login data, lessons, assignments, projects, assessments completed, email and phone logs; and student participation in discussion boards, blogs and live lessons.
3. Full-time virtual education students are expected to attend all required state and local assessments sessions at the LCVS office. Failure to attend all required state and local assessment sessions is an indicator of inadequate pace, which may result in the loss of re-enrollment for the next school year.
4. Virtual education students are expected to comply with the LCS Code of Student Conduct. In addition to the consequences listed in that document, violations of the Code in virtual education courses may result in additional sanctions such as course withdrawal/failure or denial of future access to virtual education courses.
5. Report card grades – segment grades, using the following numeric equivalents, will be recorded in the student information system.

<b>Numerical Grade</b>	<b>Letter Grade</b>	<b>Rating</b>
90-100	A	Outstanding Progress
80-89	B	Above Average Progress
70-79	C	Average Progress
60-69	D	Lowest Progress
0-59	F	Failure
	I	Incomplete
	WP	Withdraw Pass
	WF	Withdraw Fail

## APPENDICES

Appendix A

<i>Grade</i>	<i>Method</i>	<i>Elementary Minimum Promotion Criteria</i>	<i>Performance</i>
<b><i>K to 1<sup>st</sup></i></b>	Standard Promotion Criteria	Report Card Grades (Grades reported to reflect Florida standards mastery for all Kindergarten content areas)	Pass ELA and Math
	*Alternative Promotion Considerations	Committee recommendation, with the principal making the final determination, based on student performance in all grade level specific content area Florida standards and Previous retentions English Language Learner (ELL) ESE Status 504 Status Progress Monitoring Status Health Status Alternative Assessment Scores	
<b><i>1<sup>st</sup> to 2<sup>nd</sup></i></b>	Standard Promotion Criteria	Report Card Grades (Grades reported to reflect Florida standards mastery for all 1 <sup>st</sup> grade content areas)	Pass ELA and Math
	*Alternative Promotion Considerations	Committee recommendation, with the principal making the final determination, based on student performance in all grade level specific content area Florida standards and Previous retentions English Language Learner (ELL) ESE Status 504 Status Progress Monitoring Status Health Status Alternative Assessment Scores	
<b><i>2<sup>nd</sup> to 3<sup>rd</sup></i></b>	Standard Promotion Criteria	Report Card Grades (Grades reported to reflect Florida standards mastery for all 2 <sup>nd</sup> grade content areas)	Pass ELA and Math
	*Alternative Promotion Considerations	Committee recommendation, with the principal making the final determination, based on student performance in all grade level specific content area Florida standards and Previous retentions English Language Learner (ELL) ESE Status 504 Status Progress Monitoring Status Health Status Alternative Assessment Scores	

<b>Grade</b>	<b>Method</b>	<b>Elementary Minimum Promotion Criteria</b>	<b>Performance</b>
<b>3<sup>rd</sup> to 4<sup>th</sup></b>	Standard Promotion Criteria	Report Card Grades (Grades reported to reflect Florida standards mastery for all 3 <sup>rd</sup> grade content areas) *  Current state English Language Arts assessment**	Pass ELA Math and Science  Level 2
	**“Good Cause Exemption”	Promotion under “Good Cause” Exemption limited to the following <u>and</u> both the District Superintendent and the school principal must approve the exemption in writing:  a) Qualifying ELL Student b) Student Portfolio c) 2 or more years intensive reading remediation with continued reading deficiency <u>and</u> 2 previous retentions d) IEP or 504 reflecting 2+ years intensive reading remediation, previous retention, and continued demonstrated reading deficiency e) ESE student exempt from statewide assessment f) FDOE approved alternative reading assessment	
	*Alternative Promotion Considerations  (FLDOE good cause exemption criteria must be met prior to considering alternative promotion.)	Committee recommendation, with the principal making the final determination, based on student performance in all grade level specific content area Florida standards and  a) Previous retentions b) English Language Learner (ELL) c) ESE Status d) 504 Status e) Progress Monitoring Status f) Health Status g) Alternative Assessment Scores h) Current state assessment L2 or higher in Math/ELA if a student has a failing grade in these content areas.	
<b>4<sup>th</sup> to 5<sup>th</sup></b>	Standard Promotion Criteria	Report Card Grades (Grades reported to reflect Florida standards mastery for all 4 <sup>th</sup> grade content areas)	Pass ELA, Math, Science and Social Studies

	<p>*Alternative Promotion Considerations</p>	<p>Committee recommendation, with the principal making the final determination, based on student performance in all grade level specific content area Florida standards and</p> <ul style="list-style-type: none"> <li>a) Previous retentions</li> <li>b) English Language Learner (ELL)</li> <li>c) ESE Status</li> <li>d) 504 Status</li> <li>e) Progress Monitoring Status</li> <li>f) Health Status</li> <li>g) Alternative Assessment Scores</li> <li>h) Current state assessment L2 or higher in Math/ELA if a student has a failing grade in these content areas.</li> </ul>
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<b>Grade</b>	<b>Method</b>	<b>Elementary Minimum Promotion Criteria</b>	<b>Performance</b>
5 <sup>th</sup> to 6 <sup>th</sup>	Standard Promotion Criteria	Report Card Grades (Grades reported to reflect Florida standards mastery for all 5 <sup>th</sup> grade content areas)	Pass ELA, Math, Science, and Social Studies.
	*Alternative Promotion Considerations	Committee recommendation, with the principal making the final determination, based on student performance in all grade level specific content area Florida standards and <ul style="list-style-type: none"> <li>a) Previous retentions</li> <li>b) English Language Learner (ELL)</li> <li>c) ESE Status</li> <li>d) 504 Status</li> <li>e) Progress Monitoring Status</li> <li>f) Health Status</li> <li>g) Alternative Assessment Scores</li> <li>h) FSA L2 or higher in Math/ELA if a student has a failing grade in these content areas.</li> </ul>	

**Appendix B**

<b>Grade</b>	<b><i>Middle Grades Minimum Promotion Criteria</i></b>
<b><i>6<sup>th</sup> to 7<sup>th</sup> and 7<sup>th</sup> to 8<sup>th</sup></i></b>	Successfully complete four (4) core academic courses (ELA, mathematics, science, and social studies).
<b><i>8<sup>th</sup> to 9<sup>th</sup></i></b>	Must complete three middle grades (or higher) courses of English Language Arts, mathematics, science and social studies, including Civics and Career and Educational Planning. For students who fail a required course, course recovery options are available

Appendix C

<i>Grade</i>	<i>Middle Grades Academic Recovery Promotion Plan</i>
<b>6<sup>th</sup> to 7<sup>th</sup></b>	<p>Failed academics may be recovered in the following ways:</p> <ol style="list-style-type: none"> <li>1. Before- or After-School Remediation (when offered)</li> <li>2. Saturday Remediation (when offered)</li> <li>3. Accredited Virtual School with Middle Grades counselor approval</li> <li>4. In lieu of an elective the following school year</li> </ol>
<b>7<sup>th</sup> to 8<sup>th</sup></b>	<p>Failed academics may be recovered in the following ways:</p> <ol style="list-style-type: none"> <li>1. Before- or After-School Remediation (when offered)</li> <li>2. Saturday Remediation (when offered)</li> <li>3. Accredited Virtual School with Middle Grades counselor approval</li> <li>4. In lieu of an elective the following school year</li> </ol>
<b>8<sup>th</sup> to 9<sup>th</sup></b>	<p>Failed academics may be recovered in the following ways:</p> <ol style="list-style-type: none"> <li>1. Accredited Virtual School with sending middle <b>and</b> receiving high school counselor approvals.</li> <li>2. Successful completion of 8<sup>th</sup> grade academic requirements during the 1<sup>st</sup> semester of repeated 8<sup>th</sup> grade can result in mid-year promotion to 9<sup>th</sup> grade.</li> </ol>

## Appendix D

### End of Course Exam Grade Conversions

EOC Grade Conversions	
Achievement Level	Grade
1	65
2	75
3	85
4	95
5	100

### Florida Standards Alternate Assessments End of Course Exam Grade Conversions

FSAA EOC Grade Conversions	
Achievement Level	Grade
1	70
2	80
3	90
4	100

\*Per HB 7069 (2015) State mandated EOC's must be averaged as 30% of a student's final course grade.

Appendix E

<i>Grade</i>	<i>High School Minimum Promotion Criteria</i>
<b>9<sup>th</sup> to 10<sup>th</sup></b>	Following completion of one year designated as a 9th grader, the student will be designated as a 10th grader in the student information system. This designation does not guarantee that the student has successfully completed the traditional 7 credits per school year
<b>10<sup>th</sup> to 11<sup>th</sup></b>	Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader in the student information system. This designation does not guarantee that the student has successfully completed the traditional 7 credits per school year
<b>11<sup>th</sup> to 12<sup>th</sup></b>	Following completion of one year designated as a 11th grader, the student must have completed 18-credits OR 21 credits, on the 24 credit standard diploma option at the end of the 1st semester of the student's fourth year enrolled at a high school in order to be classified as a 12th grader (senior) and take part in senior oriented events. If a student is on the 18 credit track, he/she must have completed 12 of 18 credits or 15 credits at the end of the 1st semester of the student's fourth year enrolled at a high school in order to be classified as a 12th grader (senior) and take part in the senior oriented events.
<b>Graduation</b>	<p>2.0 cumulative Grade Point Average on 24 earned high school credits required for graduation.</p> <p><u>Standard Diploma 24 credits</u></p> <ul style="list-style-type: none"> <li>• 4 English Language Arts</li> <li>• 4 Mathematics, including Algebra 1 and Geometry</li> <li>• 3 Social Studies</li> </ul> <p>(One credit in U.S. History, one credit in World History, ½ credit in U.S. Government, and ½ credit in Economics which must include financial literacy).</p> <ul style="list-style-type: none"> <li>• 3 Science, including Biology 1</li> <li>• 1 HOPE (Health Opportunities through Physical Education)</li> <li>• 1 Performing Arts <b>OR</b></li> <li style="padding-left: 20px;">1 Practical Arts Vocational <b>OR</b></li> <li style="padding-left: 20px;">½ Practical Arts Vocational <b>AND</b></li> <li style="padding-left: 20px;">½ Performing Arts</li> <li style="padding-left: 20px;">½ Financial Literacy</li> <li>• 7.5 Electives</li> </ul> <p><b>Pass Statewide Assessments or earn ACT/SAT/ PERT Math concordant scores as required.</b></p>

## Appendix F

### District-Wide CTE Course Substitutions

Per Florida Statute 1003.4282 Industry Certification can substitute for up to 2 math courses and 1 science course if the Industry Certification has a ***Statewide Articulation Agreement***. A student would need to earn three distinct industry certifications to earn the maximum three substitution credits (two in mathematics and one in science). However, the substitution DOES NOT apply to Algebra 1, Geometry or Biology.

- The Industry Certification Mathematics Waiver numbers are 1200998 and 1200999
- The Industry Certification Science Waiver number is 2000999

#### **The following Industry Certifications apply to the course substitution rule:**

- Certified Solidworks Associate (SOLID003)
- CompTIA Network + (COMPT006)
- CompTIA Security + (COOMPT008) – beginning 2018-2019
- CompTIA IT Fundamentals+ (COMPT018)
- Autodesk Certified User – AutoCAD (ADESK002)
- Autodesk Certified User Inventor (ADESK011)
- Autodesk Certified User Revit Architecture (ADESK008)
- Autodesk Certified User – Maya (ADESK030)
- Adobe Certified Professional in Video Design (ADOBE023)
- Adobe Certified Professional in Visual Design (ADOBE024)
- Adobe Certified Professional in Web Design (ADOBE025)
- HVAC Excellence Employment Ready - Air Conditioning (HVACE002)
- Small UAS (sUAS) Safety Certification: Level 1 (USIN001)
- ASE Auto Maintenance & Light Repair G1 (NIASE076)
- Certified Food Safety Manager NRFSP (NRFSP001)
- Certified Food Protection Manager ServSafe (NRAEF003)
- Child Development Associate (CPREC001)
- NCCER Electrical Level 1 (NCCER010)
- Quickbooks Certified User (INTUT001)
- Agritechnology Specialist Certification (FLFBR001)
- Animal Science Specialist Certification (FLFBR005)
- Certified Horticulture Professional (FNGLA001) – beginning 2018-2019
- Agriculture Associate Certification (FLFBR007)