



2024-25

Student Progression Plan

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SECTION 1: INTRODUCTION

Purpose of the Plan

The purpose of the Student Progression Plan for Gulf District Schools is to present to school personnel, parents, students, and community members the School Board policies and administrative procedures adopted to implement state legislative and local School Board student progression requirements. Changes may be made to the Gulf District Schools Student Progression Plan at any time pending new legislation or interpretation of legislation from the Florida Department of Education (FDOE). In accordance with 1008.25(1)(2), F.S. the purpose of the K-12 Student Progression Plan is that each student's progression from one grade to another be determined, in part, upon satisfactory performance in English Language Arts, mathematics, science, and social studies; that district school board policies facilitate student achievement; that each student and his or her parent(s) be informed of the student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to 1008.25 and 1002.3105, F.S. In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Gulf District reserves the right to amend policies and procedures to allow for the continued education, articulation, and graduation of students.

This Student Progression Plan strives to ensure that the required program of study, placement, promotion, reporting, retention and special programs are equitable and comprehensive for all students. It is the responsibility of the School Board and the educators of Gulf District Schools to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences.

- The **Elementary School** sections represent Kindergarten through Grade 5.
- The **Junior High School** sections represent Grade 6 through Grade 8.
- The **High School** sections represent Grade 9 through Grade 12.

When relevant, citations of Florida Statutes, State Board of Education Rules, School Board Policies, as well as resources, are provided. Most of the citations and resources/references, such as websites and forms, are hyperlinked to direct sites for easy access.

This Student Progression Plan

- Provides for a student's progression from one grade to another based on the student's mastery of the standards in 1003.41, F.S. specifically English Language Arts, mathematics, science, and social studies standards.
- Includes criteria that emphasize student reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in English Language Arts, mathematics, science, and social studies.
- High schools shall use all available assessment results, including the results of

statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra 1 and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary instruction before high school graduation.

In addition, the Plan includes information about student eligibility and procedural requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration. This information includes:

- the process for parent(s) and students to request student participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) and the additional options available at the student’s school;
- advising parent(s) and students to contact the principal regarding student eligibility and participation requirements for these options, including virtual instruction in higher grade level subjects;
- advising *parent(s) and students of early and accelerated graduation options; and
- reference to all Dual Enrollment courses available within the Dual Enrollment Articulation Agreement.

* The term parent is defined to include biological parents, any guardian, any person in a parental relationship or “any person exercising supervisory authority over a student in place of the parent.” 1000.21(5), F.S.

Mission, Goals, and System Wide Measures

The Florida Department of Education’s mission, stated in Florida Statute 1008.31(2), is to increase the proficiency of all students within one seamless, efficient system. This is accomplished by providing students with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, while maintaining an accountability system that measures student progress toward the following goals:

- highest student achievement;
- seamless articulation and maximum access;
- skilled workforce and economic development; and
- quality efficient services.

Florida’s Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic, behavioral, and social emotional instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (tiers) based on student needs. The goal of this “needs driven” decision making is to ensure that available resources are allocated and matched to the appropriate students at the appropriate levels to accelerate the performance of all students to achieve or exceed proficiency.

This seamless system requires a commitment from all stakeholders in the community. The most essential components of a MTSS Framework include:

- multiple tiers of evidence-based instruction/intervention;

- a problem-solving method that is designed to successfully match evidence-based interventions to area(s) of need;
- an integrated data collection and assessment system to inform decisions at each level of support; and
- parental involvement and engagement in each child’s education.

Core Curriculum and a schoolwide behavior system (**Tier 1**) is provided to all students. Supplemental (**Tier 2**) instruction/intervention is provided in addition to and in alignment with effective core instruction and behavioral supports to individual students or groups of targeted students who need additional instructional and/or behavioral support.

Intensive, Individualized Instruction/Intervention (**Tier 3**) support is the most intensive instruction/intervention and is teacher directed, as well as based upon an individual student’s specific needs. Intensive support is provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports.

Academic Standards

The Plan herein incorporates the B.E.S.T. Standards, Florida Standards, and B.E.S.T. Access points and ACCEL options that provide academically challenging coursework or accelerated instruction to students in Kindergarten through Grade 12.

Responsibilities

Gulf District Schools instructional personnel are responsible for providing assistance to schools to consider the individual student’s academic needs when placing students in subjects, grade levels, or specialty programs.

The principal of a school is responsible for making and maintaining required records/reports and providing leadership for instruction that meets the needs of all students, 1001.54 and 1012.28, F.S.

Teachers are responsible for providing effective instruction and remediation, as well as, documenting instruction in all content areas (Lesson Plans, curriculum guides/maps, pacing guides, etc.) and students’ mastery of the above Academic Standards (grades).

Students with Disabilities

Throughout the document the term students with disabilities (SWD) will be utilized. The term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to dyslexia, dyscalculia, or developmental aphasia. In all

cases for purpose of this document, this will refer to a student with a disability who has an IEP, 1007.02, F.S.

Distance Learning

Distance learning may be leveraged in the rare event of an emergency school closure or if the Superintendent or School Board determines there are national, state, or local health and safety concerns that prevent students from physically being on campus. The School District of Gulf District will make every effort to ensure that our students' educational opportunities continue while at home. Gulf District Schools may leverage distance learning to foster sustained student growth by (1) supporting continuous instruction, (2) providing access for all students, and (3) maintaining connectedness to the community. Gulf District Schools may assign students to distance learning or provide parents an opportunity to select instruction through brick and mortar or distance learning.

Distance learning shall provide a remote learning situation that mimics, as closely as possible, the brick and mortar experience. Students will follow the school's regular bell schedule. Daily routines will mirror that of a traditional in-class setting. This includes live instruction in each subject, specials such as art and music in elementary school, intensive reading, interventions, and electives in the middle and high school settings.

Students participating in distance learning will be considered to be present if visibly seen or actively participating in the course (including but not limited to participating in class conversations, completing assignments during class time, writing in the chat box). Students will be encouraged to turn their camera on when engaged in distance learning. However, no penalty may be imposed for students whose cameras are not on.

Students with disabilities, who have an IEP, will be provided with a Distance Learning Plan that outlines how services delineated on the IEP will be implemented during distance learning.

Early Warning System (EWS)

Dropping out of school is a process, not an event, and early predictors of potential drop-outs exist, as early as elementary school. Predicting which students are at a higher risk of dropping out of school later on can lead to critical interventions that prevent students from actually dropping out.

Early predictors of dropping out include poor attendance habits, low achievement rates, and high suspension rates. To help educators identify students who are at risk of dropping out and in need of additional support early, Gulf District Schools has developed EWS. EWS provides educators with risk scores for all students in grades K-12.

All schools will prepare EWS rosters at the onset of each school year. The reports will provide a risk score for each student – high, moderate, or low risk of dropping out or of having an unplanned late graduation.

Indicators will include:

- Attendance below 90% (regardless of the cause for the absences);
- One or more In-School Suspensions (ISS);
- One or more Out-of-School Suspensions (OSS);
- A 9-week, semester or final grade of F in an English Language Arts;
- A 9-week, semester or final grade of F in mathematics;
- Level 1 on statewide test in English Language Arts; or
- Level 1 on statewide test in mathematics.

Students with no indicators will be considered to be at **low risk**.

Students with one indicator will be considered to be at **moderate risk**. These students will be monitored closely with at least a quarterly review of attendance, discipline and academic standing.

Students with two or more indicators will be considered to be at **high risk**. A student intervention team consisting of the principal (or designee), guidance counselor, classroom teacher(s) and other applicable personnel will be formed. This team will meet for the purpose of determining appropriate intervention strategies. The school shall provide at least 10 days' written notice of the meeting to the student's parents, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate. These students will be monitored closely with at least a quarterly review of attendance, discipline, and academic standing to determine if strategies need to be continued, discontinued, or modified. An EWS Intervention Plan, specific to the individual student's needs, will be developed at each of these meetings.

SECTION 2: ATTENDANCE

School attendance is the responsibility of the student and parent/legal guardian.

- Students shall begin each new school year with zero (0) absences.
- All school personnel shall encourage regular attendance.
- Schools shall publish and distribute their attendance procedures to students and parents/legal guardians.

Regular attendance provides students the opportunity to master required skills at each grade level. Each public K-12 student must remain in attendance throughout the school year, unless excused by the school for illness or other good cause and must comply fully with the school's code of conduct. Types of absences listed as excused absences are considered to be "good cause." Therefore, with the goal of promoting student success, the Gulf District School Board has adopted a uniform attendance policy. It is our intent to encourage honest, accurate and consistent adherence to this policy by all students, parents, teachers, and administrators. It is the goal of Gulf District Schools that the parent of each public K-12 student comply with the school's reasonable and time-acceptable parental involvement requests, 1003.04, F.S.

Parent Responsibility

Florida law (1003.24, F.S.) requires each parent of a child who has attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, to be accountable for their child's school attendance and holds parents responsible for providing an explanation for any absence from school.

When a student reaches 16 years of age the student is no longer required to attend school if they file the required formal declaration of intent to terminate school enrollment with district and the declaration is signed by the parent. The declaration must acknowledge that leaving school will likely reduce the student's earning potential. The district is required to notify the child's parent or legal guardian that the student has filed a declaration of intent to leave school.

If a student has unauthorized absences that jeopardizes academic progress and it is determined that the student's parent or legal guardian is at fault for the absence, in accordance with 1003.24, F.S., the procedures under 1003.26 and 1003.27, F.S., shall be followed.

Minimum Attendance Requirements for Awarding High School Credit

For the purposes of high school graduation, 1003.436, F.S. defines one full credit means a minimum of 135 hours of classroom instruction. This equates to 67.5 hours of classroom instruction for one half credit. Any student who has not been in attendance for the minimum hours of instruction must demonstrate mastery of the Florida standards through their performance on formative assignments and summative assessments.

Absences

Absence is nonattendance of a student at school. Absence occurs when a student is not physically present at school or not participating in an approved Gulf District Schools' activity as defined under the compulsory school law. A school-related absence is coded as an approved educational activity or program on days when school is in session and does not count towards absences.

Excused Absences: The law allows absences for illness or medical care, death in the family, religious holidays, prearranged absences for educational purposes approved by an administrator, financial reasons and certain other special circumstances or insurmountable conditions. A student with an excused absence is not subject to any disciplinary or academic penalties.

Absences shall be excused for the following:

- Illness*, injury, or other insurmountable condition;
- Recognized (or established) religious holidays and/or religious instruction;
- Medical appointments;
- Legal appointments;
- Participation in an approved activity or class of instruction held at another site;
- Prearranged absences of educational value with the principal's prior approval (up to 5 days maximum a school year);
- Pediculosis (head lice) infestation (up to four (4) days per school year); or
- Catastrophic disasters that significantly impact the life of the student (e.g. loss of residence from natural disaster).

*If a student is repeatedly absent from school due to illness, the principal or truancy officer is authorized to require the parent/legal guardian to provide a written physician's statement for each subsequent absence to be considered excused.

Parents may request and be granted preapproval for an absence from school for religious instruction or religious holidays 1003.21(2)(b), F. S.

Makeup Work for Excused Absences

Following an **excused** absence, the students have the responsibility to contact their teachers on the next attendance day to obtain any missed assignments. Work assigned during the student's excused absence is due within 5 school days upon return for **FULL CREDIT**. If work is turned in after 5 school days, it will be counted as a grade of a ZERO.

Projects or summative assessments assigned and worked on prior to the absence are due the day the student returns to school.

Approvable Documentation of Excused Absence

On a daily basis, student absences will be recorded as unexcused until an acceptable excuse has been provided by the parent/legal guardian indicating the reason for the student's absence. The principal has the ultimate authority to decide whether an absence shall be excused. Attendance documentation must be submitted to the school within 48 hours of the student's absence. For special circumstances, the principal may extend this deadline beyond 48 hours.

Unexcused Absences

An unexcused absence takes place any time a student is out of school for reasons not recognized in the law. A student with an unexcused absence is subject to disciplinary or academic penalties and may receive make up work for academic practice.

Makeup Work for Unexcused Absences

Following an **unexcused** absence, the students have the responsibility to contact their teachers on the next attendance day to obtain any missed assignments. Work assigned during the student's unexcused absence is due within 5 school days upon return for PARTIAL CREDIT, UP TO 69%. If work is turned in after 5 school days, it will be counted as a grade of a ZERO. When a student has an Out of School Suspension (OSS), they can make up work with these same requirements.

Any absences are detrimental because students miss valuable instruction time, whether missing a full or partial day of school.

Elementary: Unexcused absenteeism that jeopardizes academic progress at the elementary level is defined as a student being absent 5 days in a calendar month or 10 days in a 90-day calendar period. A student must be present at least half the school day to be considered present for the day.

Junior High and High School: For each class in which the student has 10 or more unexcused absence(s) a grade of "F" shall be assigned for that 9-week grading period (1001.53, 1003.21-27, 1003.31, F. S., and GSB Policy 5.40, Student Attendance).

Tardiness

Tardiness is any arrival to school or class after the bell to begin has sounded without an approved excuse. Leaving school early before the end of the school day also falls under this category. Tardiness is defined as a student not being in the classroom when the class is scheduled to begin.

1. Parents must follow the same process to excuse a tardy as they do to excuse an absence.
2. Excessive tardiness will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day.
3. Tardiness to any class without approvable documentation may be considered unexcused.
4. Habitual tardiness is defined as being tardy 5 times.

5. Principals have the discretion to excuse tardiness for extenuating circumstances.
6. Unless excused under the provisions of this policy, accumulated tardiness of 5 tardies will be recorded as unexcused absence. (1003.02 (1)(b), F.S.)

- **ELEMENTARY:** Unless the reason for arriving late or leaving early is covered under Florida Statute, elementary students who are chronically tardy or who leave early without an acceptable excuse more than five (5) times in a calendar month or ten (10) times in a 90-day calendar period will be subjected to action as dictated by 1003.27, F.S.

If it is determined that the parent is the cause of the chronic tardiness or early check out without an acceptable excuse, then a referral shall be made to the State Attorney's Office. For the purposes of this policy, tardiness and early check out without an acceptable excuse are seen as violations of 1003.21, F.S. (compulsory attendance).

- **JUNIOR HIGH AND HIGH SCHOOL:** Unless the reason for arriving late or leaving early is covered under Florida Statute, students who are chronically tardy or who leave early without an acceptable excuse more than five (5) times in a calendar month or ten (10) times in a 90-day calendar period will be subjected to action as dictated by 1003.27, F.S.

Students Checking out During the School Day

Checking students out of school is a process. It should be utilized on a limited basis and for one of the reasons for an excusable absence.

1. No students shall be released within the final 30 minutes of the school day unless the principal/designee determines it is an emergency.
2. All schools will establish procedures for early release that ensure that all students are treated consistently.
3. Excessive early sign-outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Non-attendance is established by tardiness, early sign-outs, or absences for all or any part of the day.
4. Unless excused under the provisions of this policy, accumulated early sign-outs will be recorded as unexcused absences. (1003.02 (1)(b), F.S.)

- **ELEMENTARY:** Students are not permitted to be checked in and out of school by phone call. A parent must come to the front office in person.

- **JUNIOR HIGH AND HIGH SCHOOL:** The campus is closed during the school day to ensure the safety of the students. Checking out for lunch is not permitted due to the time constraints of the lunch time. Parents may opt to bring lunch to a student.

Students may be permitted to be checked in and out of school by a verified phone call or by submitting a note signed by the parent with approvable reason to sign out early prior to the first break during the school day.

Compulsory Attendance- Truancy and Penalties

A student exhibiting truancy will move into attendance intervention when exhibiting either pattern of nonattendance:

- at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or
- ten (10) unexcused absences, or absences for which the reasons are unknown, within a 90-day calendar period.

A student who has fifteen (15) unexcused absences within ninety (90) calendar days with or without the knowledge or consent of the student's parent or legal guardian is considered a habitual truant and will receive Tier 3 attendance intervention.

If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, the Superintendent or their designee shall refer the case to the district staff and Child in Need of Services/Family in Need of Services (CINS/FINS) provider committee and/or pursue Truancy Court and /or revocation of driving privileges on or off school campus and/or cash assistance.

Driving Privileges and Cash Assistance

Florida Statute 322.091 and 1003.27(2)(b) requires school districts to report to the Division of Highway Safety and Motor Vehicles (DHSMV) the names, dates of birth, sex and social security numbers of students ages 14–18 who accumulate 15 unexcused absences in any consecutive 90 calendar day period. Districts are also required to hold hardship hearings if requested by a student whose license has been suspended. The Board authorizes the Superintendent to develop administrative procedures to implement this legislation. The principal/designee will conduct the hardship hearing within 30 calendar days of receiving the request in accordance with the procedures established by the Superintendent. Students are eligible to have their driving privileges reinstated if they accumulate 30 consecutive days of attendance.

Minors between the ages of fourteen and eighteen years of age who drop out of school, or who accumulate 15 unexcused absences in any 90-calendar-day period, will not be issued a learner's permit or will have their driving privilege suspended by the Florida Department of Highway Safety and Motor Vehicles pursuant to 322.091, F.S., as well as other appropriate agencies, such as the Learnfare program, 414.1251, F.S., in which temporary cash assistance can be reduced.

Students may have driving privileges on and off school campus revoked.

Attendance Requirements for Home Education

Florida Statutes 1003.26 specifies requirements to be followed if a parent or guardian of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program pursuant to 1002.41, F.S. These requirements are as follows:

- Requires the Superintendent of schools to provide the parent or guardian with a copy of 1002.41, F.S., and accountability requirements of this paragraph and to refer the parent or guardian to a home education review committee composed of the district contact for home education and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least three years and who have indicated a willingness to serve on the committee.
- Provides that the home education review committee must review the student's portfolio, as defined by 1002.41, F.S., every 30 days of the regular school term until the committee is satisfied that the home education program, 1002.41, F.S. The first portfolio review must occur within the first 30 calendar days of the establishment of the program. Once the committee determines that the home education program follows 1002.41, F.S., then provisions for failure to produce a portfolio, as described below, no longer apply.
- Provides that if a parent or guardian fails to produce a student portfolio pursuant to 1002.41, F.S., the committee shall notify the Superintendent, who shall then terminate the home education program and require the parent to enroll the child in an attendance option under 1002.41, F.S., within three days. Upon termination of a home education program, the parent or guardian shall not be eligible to re-enroll the child in a home education program for 180 calendar days. Failure to enroll the child in an attendance option, after termination of the home education program, shall constitute non-compliance with compulsory attendance requirements 1003.01, F.S., and may result in criminal prosecution under 1003.27, F.S. Nothing in this section shall restrict the ability of the Superintendent of Schools or his or her designee to review the portfolio pursuant to 1002.41, F.S.

SECTION 3: STUDENT PROGRESSION

ELEMENTARY SCHOOL STUDENT PROGRESSION

Screening and Testing

All students in kindergarten through grade 5 shall be screened within the first three (3) weeks of their initial public school experience in Florida state screening and assessments. Each student must participate in the statewide assessment tests required by 1008.22, F.S.

Students in grades kindergarten through 5 who demonstrate potential difficulty in the learning situation shall be referred for consultation and/or further evaluation in areas such as intelligence, speech, language, hearing, and vision, as well as physical, social and emotional problems. Further evaluation may be required prior to any special placement.

Kindergarten Enrollment

Children who have attained the age of 5 on or before September 1 of the current school year are eligible for admission to public kindergarten during that school year, 1003.21(2), F.S.

Elementary Course-of-Study

The regular course-of-study requirement for elementary students includes instruction in mathematics, science, English Language Arts, reading, social studies, critical thinking skills, and physical education. Provisions are made for teaching computer literacy, health, internet safety, critical thinking skills, patriotism, flag education (including proper flag display and flag salute), 9/11 Hero's Day, the Holocaust, character education and other related skills in the context of mathematics, language arts, reading, social studies, and science.

Students scoring Level 4 or 5 on the ELA Reading FAST and Mathematics (grades 3-8) FAST assessments may take accelerated courses via FLVS.

Retained Students

A student who has been retained one time in each grade group (K-2, 3-5) or a total of 2 times but still has not met specific requirements, may be placed in an alternative setting, provided that a staffing committee believes that the student would not benefit from a special assignment in the same grade. The exception is grade 3 where a student who is deficient in reading must be retained unless that student receives a good cause exemption. Other methods of evaluation may include but not be limited to:

1. Progress Tests
2. Classroom Assignments
3. Performance Tasks
4. Classroom Observation
5. State and District Assessments
6. Mastery level/rate of standards
7. Teacher-made Tests
8. Checklists
9. Progress Monitoring
10. Portfolios
11. Other objective data

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

Promotion of Elementary Students

A student in any elementary grade who does not meet the Gulf District Schools requirements shall be staffed to determine retention or placement consistent with the retention policy previously stated. A staffing committee in each school, consisting of the principal/designee, classroom teacher, and any other personnel deemed necessary, will review the student's records to determine if retention should occur. They must be in agreement that retention is in the best interest of the student. The promotion of elementary students shall be based upon consideration of the following:

- a) Attainment of passing grades for the yearly average in reading, writing, science, mathematics, and English language arts. Social studies may be integrated into reading or a separate course.
- b) Student performance on standardized achievement test.
- c) The student must demonstrate proficiency in English Language Arts, science, and mathematics as evidenced by mastery of the Florida Standards as applicable with a grade of 60 or better on each benchmark. Writing grades will be integrated into the ELA grade along with reading. Students scoring below the 26th percentile on a norm referenced test or standardized test may be retained unless other assessments determine students are achieving the standards. Other methods of evaluation may include but not be limited to the following:
 1. Progress Tests
 2. Classroom Assignments
 3. Performance Tasks
 4. Classroom Observation
 5. State and District Assessments
 6. Mastery level of Florida Standards
 7. Teacher-made tests
 8. Checklists
 9. Progress Monitoring – FAIR, GATES, State Developed Tools
 10. Portfolios
 11. Other objective data
 12. Summer Reading Camp
- d) Mastery of the K-3 sight words A student may be retained if all requirements identified for his/her grade level have not been met. This includes standardized test scores. Students in this category may not be promoted for good cause without written authorization from the Superintendent. At the beginning of 1st-5th grade, students must be assessed in ELA Reading FAST. If a student is deficient and that deficiency is not remedied by the end of grade 3 the student must be retained 1008.25, F.S. If a student is deficient in ELA, science, and/or math at the end of any grade, the student may be retained. Proficiency is the 40th percentile and above on the standard test.

K-3 Reading Deficiency and Retention 1008.25, F.S.

Any student who exhibits substantial deficiency in reading, based upon locally determined or statewide assessments, **MUST** be given intensive reading instruction immediately following the identification of the deficiency. The student must continue to be provided with intensive reading instruction until the deficiency is remedied.

If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by adequate performance on the statewide assessment test in reading for grade 3, the student **MUST** be retained. The Superintendent may only exempt students in grade 3 from mandatory retention for good cause. Good cause exemptions shall be limited to the following:

- a. Limited English proficient students who have had less than 2 years of instruction in an ESOL program.
- b. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- d. Students who demonstrate, through a portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Florida Standards in reading equal to at least a Level 2 performance on the Florida Statewide Assessment.
- e. Students with disabilities who participate in the statewide, standardized English Language Arts assessment and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by paragraph (4)(b), for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2 or grade 3.
- f. Students who have received the intensive remediation in reading as required by paragraph (4)(b) 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. A student may not be retained more than once in grade 3.

Summer Reading Camp

Eligible Summer Reading Camp students are those students who score achievement Level 1 on the 3rd grade ELA Reading Florida Assessment of Student Thinking (FAST) assessment during the administration on Progress Monitoring 3 (Spring Administration) and are not otherwise eligible for promotion.

Intensive reading instruction for students so promoted must include an altered instructional day based upon an academic improvement plan that includes specialized diagnostic information and specific reading strategies for each student. Requests for good cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school

principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. To minimize paperwork requirements, such documentation shall consist only of the existing school-wide progress monitoring, individual educational plan, if applicable, report card, or student portfolio.

2. The school principal shall review and discuss such a recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such a recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

Progression of Retained Third Grade Students

Third grade students who are retained will be provided intensive interventions in reading to include, but not be limited to the following: diagnostic assessment, scientifically research-based materials and instruction, transition classes (3rd and 4th grades students) which allow mid-year promotion if students have met the criteria on or before November 1, according to Rule 6A-1.094222 F.A.C.

- Mid-Year Promotion Grade 3 - Options for student retained in Grade 3 more than 2 times; (Portfolio required)
- Students who have been retained 2 years in grade 3 and score Level 1 ELA Reading FAST assessment (PM3) (Portfolio required):
- May participate in an intensive acceleration class. If the student increases his/her reading level at least 2 grade levels in 1 year, he/she could be promoted to grade 5.
- Receive intensive remediation and can demonstrate reading at or above grade level may be promoted to grade 4 at the end of first semester.

JUNIOR HIGH AND HIGH SCHOOL STUDENT PROGRESSION

PROMOTION OF STUDENTS, JUNIOR HIGH

Students in grades 6-8th grade must pass required subjects to be promoted to the next grade. A student who is promoted from 5th grade to junior high must have met all requirements as set forth by the elementary section of this plan.

Students are required to take academic courses in the following areas: English Language Arts, mathematics, social studies, science and physical education. Provisions are made for teaching career and education planning, computer literacy, the Holocaust, critical thinking skills, character education, flag education, and other related skills in context of the subjects of mathematics, science, language arts, reading and social studies.

Promotion/Retention

Any student who has a passing grade in each core subject and meets the state grade level performance criteria with a grade of 60 or better on each benchmark in English Language Arts,

mathematics, social studies, and science shall be promoted.
Failing a course means receiving a grade of F, a numeric grade of 59 or below.

- Any student who fails 1 of the core subjects may be retained unless the student recovers the course.
- Any student who fails 2 core subjects may be retained unless the student recovers one or more courses during the school year following the failure.
- Any student failing 3 core courses shall be retained and may be allowed to participate in credit recovery options and may be promoted as soon as courses are made up.

If a student's end of the year grade average is below 50 the student will be required to repeat the entire course from the beginning. If the end of the year grade average is between 50-59, the student may be eligible for a credit recovery option in which they repeat enough formative assignments and/or summative assessments to bring their end of the year grade to a maximum of 70.

Remediation, Intensive Reading Course

Any junior high student scoring Level 1 in ELA Reading FAST assessment in the previous school year will be required to take an intensive reading course. Any students scoring a low Level 2 in English Language Arts Reading FAST assessment may be placed in an intensive reading course. For the level 2 student, the parent could object in writing to administration for placement in a different course prior to the start of the school year.

Acceleration

Junior High students who have a minimum of a 3.5 GPA, history of Level 4 or 5 in ELA Reading or mathematics state assessments, may take a course designated as grade 9 in the Florida Course Code Directory provided:

1. A child study team consisting of two teachers, the guidance counselor, and the principal conclude, based on academic data, maturity, and other pertinent factors, that it is in the best interest of the student;
2. The parent gives written consent; and
3. That the parent and student understand that the grade earned will be factored into the student's high school GPA and may be used to satisfy high school graduation requirements or Florida Bright Futures Scholarship Program requirements.

Students with disabilities must master the appropriate performance standards (Florida Standards) or have results of specific remediation strategies documenting mastery in their individual educational plan (IEP), prior to promotion to the next grade level. The ESE teacher is responsible for the assessment, remediation, and documentation of appropriate standards. The IEP shall indicate how the student's disability impacts the student's progress in the general curriculum. The following factors must be considered for promotion of ESE students at grade levels: successful completion of IEP goals and objectives, chronological age, grades earned in all courses and attendance.

PROMOTION OF STUDENTS, HIGH SCHOOL

See Section 4 Graduation Requirements for details regarding graduation and state assessment requirements.

Grade 9:

- A student promoted to the ninth grade must have met all requirements as set forth in the junior high section.
- The student must earn **6 credits** to be promoted to grade 10.
- Any student who scores below Level 3 on the 9th grade ELA Reading FAST assessment shall be remediated using schoolwide progress monitoring or individually.
- If enrolled in Algebra 1 or Algebra 1B, students who do not make a state determined passing score on the Algebra 1 EOC shall be remediated and given the opportunity to retake the test in subsequent grades. **Passage of the Algebra 1 EOC is a requirement for receiving a standard diploma.**

Grade 10:

- Students must earn **11 credits** to be promoted to grade 11.
- The student will take the Grade 10 ELA Reading FAST assessment during the tenth grade. Students who do not make a state determined passing score shall be remediated and given the opportunity to retake the test or pass by a concordant score. **Passage of the 10th grade ELA Reading FAST assessment is a requirement for receiving a standard diploma.**
- If enrolled in Algebra 1 or Algebra 1B, students who do not make a state determined passing score on the Algebra 1 EOC shall be remediated and given the opportunity to retake the test or pass by a concordant score. **Passage of the Algebra 1 EOC is a requirement for receiving a standard diploma.**
- An 18-credit track must be identified and agreed upon with the student, parents and school administration no later than the beginning of a student's junior year.

Grade 11:

- The student must earn **18 credits** to be promoted to grade 12.
- **Passage of the 10th grade ELA Reading FAST assessment and the Algebra I EOC is a requirement for receiving a standard diploma.** Any student who has not passed the 10th grade ELA Reading FAST assessment and/or Algebra I EOC shall be remediated and given the opportunity to retake the test or pass by a concordant score.
- An 18-credit track must be identified and agreed upon with the student, parents and school administration no later than the beginning of a student's junior year. However, students who elect the 18 credit graduation option and do not earn 18 credits by the end of the third year or have not passed the 10th grade English Language Arts FAST or Algebra 1 EOC will automatically revert to the 24 credit graduation option.

Grade 12:

- A senior must meet the following graduation requirements defined in Section 4

Graduation Requirements for a Standard Diploma:

- Complete either 18 or 24 credits in required course credits;
 - Pass the required Florida assessments (or earn concordant scores); and
 - Earn a minimum 2.0 unweighted GPA.
- The student must earn at least 21 credits by spring semester to be midyear promoted as a senior.
 - If a senior fails a course first semester, they will be co-enrolled in the Gulf Adult High School to get back on track to graduate.
 - A student who enters a Florida school for the first time as a senior may use concordant scores without taking the required state assessments, pursuant to 1008.22, F.S.

Promotion of Students with Disabilities

Students with disabilities must master the appropriate performance standards (Florida Standards) or have results of specific remediation strategies documenting mastery in their individual educational plan (IEP), prior to promotion to the next grade level. The ESE teacher is responsible for the assessment, remediation, and documentation of appropriate standards. The IEP shall indicate how the student's disability impacts the student's progress in the general curriculum. The following factors must be considered for promotion of ESE students at grade levels:

- successful completion of IEP goals and objectives;
- chronological age;
- grades earned in all courses; and
- attendance.

Attaining High School Credit

A student who successfully masters the standards for a course as determined by the district will be awarded credit. One-half credit shall be awarded if the student successfully completes either the first half or the second half of a full year course but fails to successfully complete the other half. A full credit shall be awarded if the student successfully completes either the first or second half of a full-year course, but fails to successfully complete the other half of the course and the averaging of the grades in each half result in a passing score of 60% or higher. Courses that require EOCs to count as 30% of the final grade or that the student pass the EOC for credit are exceptions to this rule. Each 1 credit course shall require a minimum of 135 hours of student classroom time.

Honors Courses

Parents and students may request participation in honors courses; however, careful consideration should be given to the following criteria:

- A "B" or higher average in a previous similar or like course;
- Rigor of academic requirements in the course;
- Students MUST remain in the course for a minimum of one semester;

- Teacher recommendation; and
- Score a minimum of a high Level 3 or higher on Florida assessments.

Remediation

Each school in the district shall provide specific remedial programs for those students who evidence deficiencies in basic skills. To the extent that resources are available, each school should create special classes of a reduced size to emphasize basic skills instruction for those pupils who require more intensive instruction or provide an extra year of instruction in the same grade. These classes may be designated as intensive or compensatory basic skills classes.

Students who do not pass the required Florida assessments at the time of graduation may receive a Certificate of Completion and elect to return to school for an additional year, classified as year thirteen (13).

Alternative Course Credits and Programs

Accelerated Graduation for the purpose of Early College Admission

Students who meet the conditions of an early admission program may graduate in less than four (4) years in grades 9-12. Each Early Admission student must be approved by the School Board must follow guidelines and deadlines:

- a) Must have 3.5 unweighted GPA on a 4.0 grade system grades 9-11;
- b) Obtain a personal recommendation from their high school principal;
- c) Apply for approval from the School Board;
- d) Successfully pass the required Florida assessments for graduation; and
- e) Successfully completed at least one Dual Enrollment Course or an Industry Certification.

Early admissions will not be granted on a semester basis. Early admission students must enroll in a minimum of 12 college credit hours per semester, but no more than 15.

Dual Enrollment

The Dual Enrollment Program allows high school students to earn college credit while at the same time earning credits toward their high school diploma. Dual enrolled students have access to rigorous postsecondary courses while reducing the time and cost of completing a college certificate or degree. Dual enrollment is authorized by 1007.271, F.S. The dual enrollment program is an opportunity to take challenging courses and accelerate educational opportunities. Students should understand, however, that dual enrollment courses are college courses and the amount of work necessary to succeed in dual enrollment courses may be much greater than in high school courses. In addition, dual enrollment courses become part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA. Poor performance as a dual enrollment student can ultimately impact one's postsecondary career, including acceptance into a state university, academic standing and financial aid eligibility.

In accordance with 1007.271, F.S., an articulation agreement has been established with Gulf Coast State College, establishes rules, regulations, and policies of Dual Enrollment.

The Dual Enrollment Program provides an opportunity for students to simultaneously earn high school and college credit. Course credit earned in college-level courses shall be counted as college-level credit and may also be used to meet high school academic unit credit. It is not recommended that students duplicate potential college credit through dual enrollment, AP, AICE, or IB. This may have negative financial and degree completion implications at the postsecondary level. Dual Course credit earned in these courses with a grade of “C” or better, shall transfer as college-level credit to a state college/university in Florida. College credit is transferable to other colleges according to the individual college guidelines and requirements.

All academic dual enrollment courses are weighted. See Section 6 Grading Systems for more details.

The Dual Enrollment Articulation Agreement lists Dual Enrollment courses and credits meeting specific subject area credit toward graduation. Certain Dual Enrollment courses may be used to satisfy specific required courses for graduation.

[Florida Department of Education Dual Enrollment Equivalency List](#)

Per 1007.271, F.S., there are no tuition, registration, laboratory fees, or textbook costs to students participating in the Dual Enrollment Program. However, students are responsible for textbooks that must be returned. Fees will be charged to students who lose or damage textbooks. Students will be responsible for parking permits, identification card fees, late fees, library fees, special course fees, etc. or other course-related materials.

Dual Enrollment students must meet the following criteria:

- Have demonstrated prior high school academic achievement on a minimum of five credits by attaining a minimum of a 3.0 unweighted cumulative grade point average for academic courses or a 2.0 unweighted cumulative grade point average for career and technical courses.
- Present qualifying designated placement test scores (CPT, PERT, SAT or, ACT) for computation and communication courses.
- Obtain permission of a parent/guardian.
- Provide verification from the high school guidance counselor or verification of home school status the district.

The following courses and/or programs cannot be taken through dual enrollment:

- College preparatory courses
- Orientation courses
- Physical education courses
- Limited access programs

Dual enrollment grades are recorded on both college and high school transcripts.

If a student enrolls in a dual enrollment class and the district purchases the textbook and the student does not complete the course, the student and the parent/guardian must reimburse the district for the textbook. Students will not be eligible to register for another dual enrollment course until the reimbursement has been made.

Students who take dual enrollment classes will be subject to the drop/add period established by the college. If a student drops a course after the drop/add period, he/she will not be permitted to enroll in another dual enrollment course for a period of one year.

Mental and Emotional Health Education

Gulf District Schools must annually provide a minimum of five hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse.

Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for youth mental and emotional health will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

- Recognition of signs and symptoms of mental health disorders
- Prevention of mental health disorders
- Mental health awareness and assistance
- How to reduce the stigma around mental health disorders
- Awareness of resources, including local, school, and community resources
- The process for accessing treatment
- Strategies to develop healthy coping techniques
- Strategies to support a peer, friend, or family member with a mental health disorder
- Prevention of suicide
- Prevention of the abuse of and addiction to alcohol, nicotine, and drugs

Other K-12 Programs and Grade Placement

Virtual Instruction Programs

Gulf District Schools offers both a part-time and a full-time virtual K-12 instructional program. To achieve academic success, online students must be self-disciplined, self-motivated, responsible, and ready to accept the challenge of rigorous online course work. Parents must play an active role in monitoring their child's progress and make sure their child maintains a regimented work schedule. It is very important for parents and students to have ongoing dialogue with the Virtual School instructors to ensure there is no miscommunication about your child's academic performance while participating in these online programs. While virtual instruction does allow some daily flexibility, students must make progress in each course at an established pace or they will be withdrawn from the course.

All students are eligible to participate in the district part-time or full-time kindergarten through grade 12 virtual instruction program under 1002.45(1)(b), F.S. Each student enrolled in a virtual

instruction program must comply with compulsory attendance requirements for 1003.21, F.S. and take statewide assessments pursuant to 1008.22, F.S.

Students and parents will be made aware of these options during registration and open houses. Approval of the principal and/or guidance counselor is required to ensure that the courses meet the student's expectations, academic needs and/or graduation requirements. Students may take courses from the virtual school before or after school hours in addition to the regular school day. However, a classroom is not available for virtual classes during the school day and work must be done at home. Students are expected to complete virtual assignments independently and must stay on track to continue in the course. See the Initial Enrollment Forms, Student and Parent Agreement, for the school year and summer in **Appendix A** for more details.

Deadlines for Virtual Enrollment

- May 15th is date for enrollment for Summer course(s)
- July 15th is date for enrollment for Fall semester
- December 15th is date for enrollment for Spring semester

Pacing Guidelines

Start of the year: A student must complete at least 10% of the course with at least a "C" average by the end of drop/add timeframe to stay enrolled in the course.

After first month of enrollment: A student must complete at least 20% of the course with at least a "C" average to stay enrolled in the course.

Summer Enrollment: A student must complete at least 10% of the course with at least a "C" average by the end of the first week to stay enrolled in the course.

Exceptional Student Education Placement

Exceptional students are placed in appropriate programs by an IEP committee utilizing standard referral and placement procedures. Specific criteria for program placement must be met. Criteria and procedures for placement in exceptional education programs are prescribed in Gulf District Schools Special Programs and Procedures for Exceptional Students. Criteria for promotion or retention of exceptional students include but are not limited to completion of goals and objectives in the Individual Educational Plan, ability to handle social situations, age, and ability to meet the state-adopted standards for the program.

Students with disabilities must master the appropriate performance standards (Florida Standards) or have results of specific remediation strategies documenting mastery in their individual educational plan (IEP), prior to promotion to the next grade level. The ESE teacher is responsible for the assessment, remediation, and documentation of appropriate standards. The IEP shall indicate how the student's disability impacts the student's progress in the general curriculum.

The following factors must be considered for promotion of ESE students at grade levels:

- successful completion of IEP goals and objectives;
- chronological age;
- grades earned in all courses; and
- attendance.

English Language Learners (ELLs) Placement

Within twenty (20) days of registration, all students who indicated on the Home Language Survey (HLS) that a language other than English is spoken in the home, are screened for English language proficiency using the WIDA-ACCESS Placement Test (W-APT). Based on the results of the screening, any transfer records received, parent input, and student input, an ELL Plan is developed for the student that outlines courses and accommodations necessary for the student to be successful, Rule 6A-6.0902, F.A.C.

ELLs in Gulf District Schools are served through the mainstream/inclusion model. English/Language Arts (ELA) classroom assistance is provided by a translator/interpreter. Differentiated instruction is utilized in classrooms by teachers who utilize ESOL strategies, and students are provided with electronic tablets to download applications to help them learn the subject matter.

To determine appropriate academic placement, the following procedures are followed: School Guidance Counselors contact previous schools to obtain academic records. If prior school records are incomplete or unobtainable, the ELL Committee will be convened to determine the student's placement. The following data will be considered when determining placement:

- (1) Language Assessment data determines the student is borderline of proficiency level and would benefit from services provided by ELL program.
- (2) Extent and nature of prior educational and social experiences.
- (3) Written recommendation and observation by current and/or previous instructional and support services staff.
- (4) Level of mastery of basic competencies according to criterion-referenced tests.
- (5) Grades or test results from current or previous years.
- (6) Parent and student input.

The process used for awarding credit to ELLs entering high school in grades 9-12 that have completed credits in countries outside of the United States, specifically for those students for which there is no documentation, is listed below:

Student must have documentation of completed courses in order to receive high school credit for those courses. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide documentation of prior educational experiences.

A student will be eligible to take an exit exam from a course in which he/she says they have taken previously. If the student passes the exam, then credit will be given.

Students will also earn credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline.

The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as the students' ELL Committee meetings will also be conducted to help determine placement. Translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL resource teacher and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills.

Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

For more comprehensive information, please see the **2022-2025 District English Language Learner Plan** on the district's website at <http://www.gulfcoschools.com>

The grade placement of students transferring from any school whether in-state, out-of-state, or from a foreign country will be determined by the principal of the receiving school in accordance with current Florida Statutes. The counselor and/or teachers will be involved in reviewing the appropriate student data. Determination of the transfer student's accomplishment of the district's standards shall be made as soon as possible. If the staffing committee feels that additional data are needed prior to determining permanent grade placement, the student will be tested and must demonstrate mastery according to or commensurate with their ability using the appropriate level of a norm-referenced test.

- a. Transfer students from any school, public or non-public, within the state seeking entrance to first grade must show evidence of successful completion of kindergarten from those schools and meet the requirements as stipulated in 1003.22 and 1003.25, F.S.
- b. As per State Board Rule 6A-6.0902 foreign born students shall be placed in an age appropriate grade and equal credit shall be awarded for courses taken in another country or language other than English as would the same courses taken in the U.S. or taken in English.
- c. Transfer students from out-of-state or home schooling seeking entry to kindergarten and first grade must meet requirements of SBER 6A-1.0985.
- d. Credits for students transferring into the state should be interpreted so that the requirements for graduation are not retroactive provided the student has met all requirements for that grade placement in the school from which the student is transferring. Transfer of credits should be in accordance with requirements outlined in SBER 6A-1.095 and accepted for face value.
- e. If a transfer student produces a viable transcript from an accredited school for courses for which he/she has already earned credit and passed a statewide assessment (statewide or standardized), it is not required to take the End of Course

Exam for Algebra 2, Geometry, U.S. History or Biology and accept the transfer credit at face value. See Graduation Requirements. See section “h” below for Civics EOC information.

- f. Seniors wishing to receive a Florida diploma must master standards tested on the Florida Statewide Assessment or they may use concordant scores as defined in Section 4. Those transferring late in the school year can apply for a diploma from the state from which they came following successful completion of the appropriate course work taken in this district. Seniors must receive a Florida standardized assessment score determined by the State on mathematics and on reading to receive a standard diploma unless concordant scores are used.
- g. A student who transfers in their junior or senior year from out of state or from a foreign country shall not be required to spend additional time in school in order to meet high school course requirements, Section 1003.433, F.S. If the student has met all requirements of the school district, state, or country from which he or she is transferring, but is not proficient in English he/she should receive immediate and intensive instruction in English language acquisition. The student must earn a 2.0 GPA and pass required state standardized assessments as required in Section 1008.22(3), F.S., or an alternate assessment as described in Section 1008.22(9), F.S., in order to receive a standard high school diploma.
- h. A junior high 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.
- i. If a student transfers into the state’s public school system from out of country, out of state, a private school, or a home education program with a transcript which shows an Algebra I credit, the student must take and pass the Algebra I EOC assessment in order to earn a standard diploma unless the student achieved the following:
 - Earned an acceptable concordant score;
 - Passed a statewide assessment in Algebra I administered by the transferring entity; or
 - Passes the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Act (20 U.S.C. s 6801).
- j. All transfer students must meet immunization requirements outlined in 1003.22, F.S.

SECTION 4 GRADUATION

Standard Diploma

Gulf District secondary students who meet or exceed the following requirements in 3 areas will be eligible for a High School Standard Diploma:

- Complete the required course credits;
- Pass the required Florida assessments; and
- Earn at least a 2.0 grade point average.

According to 1003.4282, F.S., students must meet certain academic requirements to earn a standard high school diploma from a public school, including passing required courses, earning a minimum number of credits, earning a minimum grade point average, and passing certain required statewide assessments.

Required Course Credits

These links provide statewide academic advisement for the credit requirements to graduate, depending on the cohort year the student enters 9th grade.

[Graduation Requirements for Student Entering Grade 9 in 2023-24 and Thereafter](#)

[Graduation Requirements for Student Entering Grade 9 Prior to 2023-24](#)

**The difference in the two tracks is that current on-track juniors and seniors do not have the requirement of .5 credit in Personal Financial Literacy; however, students may take it for an elective credit.*

Assessment Requirements and Concordant Scores

Students must pass the appropriate Florida standardized assessments and required EOCs to graduate. This link navigates the criteria for the passing of certain required statewide assessments and applicable alternative passing scores on state approved assessments.

[Assessment Graduation Requirements and Concordant Scores](#)

Students may use concordant scores as defined by the Florida Department of Education to satisfy the passing of the ELA Reading FAST assessment or EOC requirements. Students who 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 (SBE) and defined in Rule 6A-1.09422, F.A.C.

Concordant Scores

To use a concordant subject area score, a student must take the subject area assessment at least once without earning a passing score. Students who are eligible to use a concordant score, as described above, and have attained the current ACT scores concordant with the ELA

Reading FAST assessment passing scores shall satisfy the assessment requirement for a standard high school diploma as provided by 1003.429(6)(a), F.S.

The requirements shall not apply to a new student who enters the Florida public school system in Grade 12, who may either achieve a passing score on the FAST or use an approved subject area concordant score to fulfill the graduation requirement. A new student entering the Florida public school system in Grade 12 is not required to take the Grade 10 ELA Reading FAST assessment if he or she is able to document the approved concordant scores, 1008.22(9)(b), F.S.

EOC Score Conversion to Grade

State End of Course Exams may be converted to a student grade. Certain EOC assessments constitute 30 percent of a student's final course grade:

- Algebra 1 EOC
- Geometry EOC
- Biology I EOC
- Civics EOC (course in junior high)
- U.S. History EOC

Conversion Scale:

- Perfect Score equals 100%
- Level 5 equals 95%
- Level 4 equals 90%
- Level 3 equals 85%
- Level 2 equals 75%
- High Level 1 equals 65%
- Low Level 1 equals 55%

Another scaled exam is the **Florida Civics Literacy Exam (FCLE)** which counts as 20% of the American Government grade as a semester exam with the following conversion scale:

- 0-31% correct (0-25) equals 59%
- 32-45% correct (26-36) equals 65%
- 46-59% correct (37-47) equals 75%
- 60-66% correct (48-53) equals 80%
- 68-80% correct (54-64) equals 85%
- 81-94% correct (65-75) equals 95%
- 95 to 100% correct (76-80) equals 100%

Minimum Grade Point Average

Students must maintain a 2.0 cumulative grade point average computed on a 4.0 scale in all courses taken. At the end of each semester, students in grades 9-12 and their parents are notified if the cumulative grade point average is below 2.5.

Grade Forgiveness

A student may choose to repeat a required course (MUST be the same course number) in which the student had a grade of D or F and have the second grade replace the first grade earned in the GPA calculations if higher than the first, 1003.43(5)(e)(1), F.S.

Standard Diploma Options

Students must successfully complete one of the following three diploma options:

- 24-credit standard diploma*
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- 18-credit Career and Technical Education (CTE) Pathway

*In addition, there are two additional options that students with disabilities may complete.

An 18-credit track must be identified and agreed upon with the student, parents and school administration no later than the beginning of a student's junior year.

High School Graduation Requirements for Students with Disabilities

Students with disabilities entering grade 9 may attain a standard diploma and earn standard diploma designations by meeting the requirements in 1003.4282(1)(9) or 1002.3105(5), or 1003.4282(10) and 1003.4285, F.S. Nothing contained in Rule 6A-1.09963, F.A.C., shall be construed to limit or restrict the right of a student with a disability solely to the options described in Rule 6A-1.09963, F.A.C.

A certificate of completion will be awarded to students who earn the required 18 or 24 credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with 1008.22(3)(d)2., F.S., or participation in a statewide assessment has been exempted in accordance with 1008.212, F.S., or 1008.22(12), F.S.

Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), F.A.C., and instruction in access points is the most appropriate means of providing the student access to the general education curriculum. Students must meet the graduation requirements specified in 1003.4282(1)-(9), F.S., or s. 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area, or through core academic courses.

Access Courses

Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Eligible CTE courses, as defined in Rule 6A-1.09963(2)(e), F.A.C., may substitute for Access English IV; one mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one science credit,

with the exception of Access Biology; and one social studies credit, with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

Participation in the Florida Alternate Assessment in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History. A score of at least a Level 4 on the Florida Alternate Assessment in reading and math must be attained, until replaced by the Grade 10 English Language Arts alternate assessment and the end-of-course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with s. 1008.22(3)(d), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(d), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.

For those students whose performance on standardized assessments is waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples, and other materials that demonstrate growth, improvement, and mastery of required course standards. Multimedia portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community-based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all the graduation requirements specified in s. 1003.4282(1)-(9), F.S., or s. 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(d), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.

Deferral of Receipt of a Standard Diploma

A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements in s. 1003.4282(8)(c), F.S.

The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school

diploma. The decision must be noted on the IEP and the parent, or the student over the age of 18 for whom rights have transferred in accordance with Rule 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.

- The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.
- School districts must inform the parent and the student, in writing, by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a FAPE. This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

A student with a disability who receives a certificate of completion may continue to receive FAPE until his or her 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns 22.

Commencement Exercises

Students who are no more than one credit short of meeting all graduation requirements may participate in commencement exercises but will not be awarded a diploma until all requirements are met. Homeschooled students may not participate in commencement exercises. Students must be full-time students to be included in class ranking.

Certificate of Completion

If a student has completed most of their graduation requirements, but is missing no more than:

- FSA and/or EOC assessment for graduation requirements: and/ or
- Less than a 2.0 GPA

They can attend and complete pending requirements during the summer immediately following their senior year at the Gulf Adult High School summer program to receive a high school diploma from their home school. Graduates with a Certification of Completion may enroll in any public state college by taking the P.E.R.T. to determine if they qualify for non-degree seeking college-ready courses or must take remedial courses to continue their studies.

Extracurricular Activities

In accordance with 1006.15(3)(a), F.S. a student must maintain a 2.0 on a 4.0 scale to be eligible for interscholastic athletic competition. The FHSAA does not have the authority to provide waivers of the minimum GPA requirement.

- A junior high student must have 2.0 GPA, or the equivalent of a 2.0 GPA based on a 4.0 scale, at the conclusion of each semester.

- A high school student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester.

A student's academic eligibility is determined by his/her GPA on the first day of each semester. A student's academic eligibility cannot change during the semester. Any coursework completed throughout the semester will be calculated into the GPA at the conclusion of the semester.

An academic performance contract provides a student in tenth grade with the opportunity to gain eligibility for one semester without needing a cumulative 2.0, should the student meet all of the requirements of the contract.

Who can use an academic performance contract?

A student whose cumulative GPA falls below a 2.0 at the conclusion of their first semester of ninth grade, or second semester of ninth grade, may enter into an academic performance contract.

What is required for the student to gain eligibility?

A student on an academic performance contract must sit out from all athletics at all levels in the semester immediately following academic ineligibility. During that semester of ineligibility, the student must achieve at least a 2.0 GPA and attend summer school, virtual school, or its equivalent. If all standards of the contract are met, the student will be eligible for one semester regardless of their cumulative GPA. A 2.0 cumulative GPA is required when the student starts their 11th grade year.

Home education students may participate in extracurricular activities at the school to which they would have been assigned according to district attendance policies or which the student could have chosen to attend pursuant to district controlled open enrollment provisions.

Florida Scholarships, Financial Aid and Service Learning Hours

Students will be informed of local scholarships through communication from the Guidance Department. Other scholarships are available through a variety of resources and are the responsibility of the students to search and apply. The following link assists with scholarships, financial aid and other state resources.

[Financial Aid and Florida Scholarship Programs](#)

The hours high school students devote to course-based service learning activities may be counted toward meeting community service requirements for high school graduation and for community service required for participation in the Bright Futures Scholarship Program. Certain guidelines must be followed.

Grades, Grading Scale and Grade Point Average

Grades are given on a regular basis to reflect the student's academic performance within a specific subject or course. Grades are given on formative assignments and summative

assessments, as explained in Section 6 Grading Systems. Grades represent the culmination of a student's work throughout a grading period and serve as a record of their achievements. Teachers may not assign a grade higher than 100.

Gulf District Grading Scale

Grade, Percent	Grade Definition	Grade Point Value Non-Weighted	Grade Point Value, Weighted <i>Honors high school courses</i>	Grade Point Value, Weighted <i>AP, IB, AICE, Dual enrollment</i>
A= 90-100	Outstanding Progress	4	4.5	5
B= 80-89	Above Average Progress	3	3.5	4
C= 70-79	Average Progress	2	2.5	3
D= 60-69	Lowest Acceptable Progress- In Danger of Failing	1	1.5	2
F= 0-59	Failing	0	0	0

The weighted Alpha GPA will be used to determine class ranking and the honor status of the valedictorian and salutatorian at each high school. In the rare event of a tie, the numeric GPA will be utilized. Students must be full-time students to be included in class ranking.

Honors and High Honors Graduates

Students having a 3.850-3.999 weighted Alpha GPA will graduate with honors and those having a 4.0 and above will graduate with high honors.

Weighted Courses

The following courses are weighted on a 4.5 scale in the calculation of the GPA:

- Honors

The following courses are weighted on a 5.0 scale in the calculation of the GPA:

- Academic Dual Enrollment
- Advanced Placement (AP)
- Pre-International Baccalaureate (Pre-IB)
- International Baccalaureate (IB)
- Pre-Advanced International Certificate of Education (Pre-AICE)
- Advanced International Certificate of Education (AICE)

Classification by Credits in High School

- Any student entering high school for the first time must enter as a 9th grader (freshman) no matter how many credits were earned while in junior high.
- In order to be classified as a sophomore (grade 10 student), the student must have completed one year of high school earning 6 credits.
 - In order to be classified as a junior (grade 11 student), the student must have completed two years of high school earning 11 credits.

Juniors may be eligible for midyear promotion to seniors if they earned a minimum of 21 credits and the end of 1st semester.

- In order to be classified as a senior (grade 12 student), the student must have completed three years of high school earning 18 credits. Seniors with less than 21 credits at the end of first semester, must co-enroll in Gulf Adult High School.

An 18-credit track must be identified and agreed upon with the student, parent and school administration no later than the beginning of a student's junior year.

Special Programs

Credit Acceleration Program for High School Credit, 1003.4295(3), F.S.

The Credit Acceleration Program (CAP) was created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an EOC assessment administered under 1008.22 F.S., an Advanced Placement Examination, or a College Level Examination Program (CLEP).

Notwithstanding 1003.436 F.S., a school district shall award course credit to a student who is not enrolled in the course, if the student attains a passing score on the corresponding EOC, AP exam, or CLEP exam.

The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination.

If a student elects to take the EOC without being enrolled in the course, and does not earn a passing score, the student will be required to enroll in and complete the course before being allowed to retake the exam.

Students with Disabilities and Participation in the Statewide, Standardized Assessment Program

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff and assess the achievement level and learning gains of each student in English Language Arts (ELA), mathematics and all other subjects assessed.

Each student with a disability has the opportunity to participate in the statewide, standardized assessment program and any districtwide assessment of student achievement with allowable

accommodations, if determined appropriate by the individual educational plan (IEP) team and recorded on the student's IEP.

Accommodations identified for testing situations are those identified in the test administration manual and regularly used by the student in the classroom. A parent must provide signed consent for a student to receive instructional accommodations not permitted on statewide, standardized assessments and acknowledge, in writing, the implications of such accommodations.

Eligible students may receive paper-based accommodations (regular-print, large-print, one-item-per-page, braille). Students must have an IEP or Section 504 Plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate for the student. Documentation should include: 1. Whether or not the student is currently able to use a computer or mobile device to engage in instruction/assessments; 2. Accommodations/assistive technology the student needs when using a computer or mobile device; 3. Training and services the student needs to successfully use a computer or mobile device in instruction/assessments; and 4. The type of media/accommodations (e.g., paper, braille) that are necessary if it is determined that the student cannot use a computer or mobile device for the foreseeable future.

Unique accommodations are specialized accommodations that require alterations to existing test materials, presentation, or administration guidelines. Requests may be submitted for such accommodations that are outside of the scope of currently available test materials and/or established test administration procedures. A unique accommodation must be documented on an IEP or Section 504 Plan, must be used regularly by the student in the classroom, and must not negate the validity of the assessment.

For students with the most significant cognitive disabilities, the Florida Department of Education shall provide for the implementation of the Florida Alternate Assessment to accurately measure the core curricular content established in the state academic standards.

Students who are identified solely as gifted are not eligible for statewide, standardized assessment accommodations.

Allowable Accommodations

Allowable and appropriate accommodations for K-2 statewide, standardized progress monitoring assessments are included in the FAST K-2 Renaissance Star Assessments Administration Manual and the K-2 Progress Monitoring Statewide Assessments Accommodations Guide. These resources can be found at <https://flfast.org/testing-resources-K2-tech-coord.html>.

Allowable and appropriate accommodations for grades 3-10 statewide, standardized progress monitoring assessments are included in the Test Administrator User Guide and the Statewide Assessments Accommodations Guide. These resources can be found at <https://flfast.org/coordinators.html#region03>.

Associated Resources for preparing, administering and reviewing data of the statewide, standardized progress monitoring assessments published by the Florida Department of Education's (FDOE) Office of Assessment can be found at <https://flfast.org/coordinators.html>.

Waiver of assessment requirements

A student with a disability, as defined in 1007.02, F.S., for whom the IEP team determines that the statewide, standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment **results** waived for the purpose of receiving a course grade and a standard high school diploma. Such a waiver shall be designated on the student's transcript.

Extraordinary Exemption for Students with Disabilities

In accordance with 1008.212, F.S., a student with a disability may be eligible for an exemption from participation in the statewide assessment.

A student with a disability for whom the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment pursuant to 1008.22(3)(d), F.S., shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, F.A.C., is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

The IEP team, which must include the parent, may submit to the school district superintendent a written request for an extraordinary exemption at any time during the school year, but not later than 60 days before the current year's assessment administration for which the request is made. A request must include all of the following:

- a. A written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills;
- b. Written documentation of the most recent evaluation data;
- c. Written documentation, if available, of the most recent administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment;
- d. A written description of the condition's effect on the student's participation in the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment;
- e. Written evidence that the student has had the opportunity to learn the skills being tested;
- f. Written evidence that the student has been provided appropriate instructional accommodations;
- g. Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP that are

- allowable in the administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment in prior assessments;
- h. Written evidence of the circumstance or condition as defined in Rule 6A-1.0943(1), F.A.C.; and
 - i. The name, address and phone number of the student’s parent.
1. Based upon the documentation provided by the IEP team, the school district superintendent shall recommend to the commissioner whether an extraordinary exemption for a given assessment administration window should be granted or denied. A copy of the school district’s procedural safeguards as required in Rule 6A-6.03311, F.A.C., shall be provided to the parent. If the parent disagrees with the IEP team’s recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 30 days after the receipt of the request whether the exemption has been granted or denied. If the commissioner grants the exemption, the student’s progress must be assessed in accordance with the goals established in the student’s IEP. If the commissioner denies the exemption, the notification must state the reasons for the denial.
 2. The parent of a student with a disability who disagrees with the commissioner’s denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the FDOE shall inform the parent of any no-cost or low-cost legal services and other relevant services available in the area. The FDOE shall arrange a hearing with the Division of Administrative Hearings (DOAH), which must commence within 20 school days after the parent’s request for the expedited hearing. The administrative law judges at DOAH shall make a determination within 10 school days after the expedited hearing. The standard of review for an expedited hearing is *de novo*, and the FDOE has the burden of proof.

Exemption for a Child With Medical Complexity

In accordance with 1008.22, F.S., a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment (FAA)—Performance Task and the FAA—Datafolio, pursuant to the following provisions:

1. *Definition.* A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under Chapter 458 or 459, F.S., is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.
2. *Exemption options.* In accordance with Rule 6A-1.0943, F.A.C., if the parent consents in writing, and the IEP team determines that the child should not be assessed based upon

medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options:

- a. One-year exemption approved by the district school superintendent. If the superintendent is provided written documentation of parental consent and appropriate medical documentation to support the IEP team's determination that the child is a child with medical complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including those in the FAA program. For all students approved by the district superintendent for a one-year exemption, the following information must be reported to the commissioner beginning June 1, 2015, and each June 1 thereafter:
 - i. The total number of students for whom a one-year exemption has been granted by the superintendent; and
 - ii. For each student receiving an exemption, the student's name, grade level, and the specific statewide, standardized assessments from which the student was exempted.
- b. One-, two- or three-year or permanent exemption approved by the commissioner as described in s. 1008.22(12), F.S. In order for the commissioner to consider such an exemption, the following information must be submitted by the district superintendent to the commissioner no later than 30 calendar days before the first day of the administration window of the statewide, standardized assessment for which the request is made:
 - i. The student's name, grade level, and the statewide, standardized assessment for which the exemption request is made;
 - ii. The name, address and phone number of the student's parent;
 - iii. Documentation of parental consent for the exemption;
 - iv. Documentation of the superintendent's approval of the exemption;
 - v. Documentation that the IEP team considered and determined that the student meets the definition of a child with medical complexity as defined in 1008.22(12), F.S.; and
 - vi. Medical documentation of the student's condition as determined by a physician licensed in accordance with Chapter 458 or 459, F.S.
- c. Upon receipt of the request, documentation and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 20 calendar days after the receipt of the request whether the exemption has been granted or denied.

Alternate Assessment Based on Alternate Academic Achievement Standards (AA-AAAS)

1. Students with a most significant cognitive disability, for whom the statewide, standardized assessment—even with allowable accommodations—is not appropriate, may be eligible to participate in the statewide assessment program through the AA-AAAS.

2. Eligibility requirements: The decision that a student with a most significant cognitive disability will participate in the statewide alternate assessment program as defined in 1008.22(3)(d), F.S. and Rule 6A-1.0943(5)(a), F.A.C., is made by the IEP team and recorded on the IEP. The provisions with regard to parental consent for participation in the FAA program, in accordance with 1003.5715, F.S., and Rule 6A-6.0331(10)(b), F.A.C., must be followed. The following criteria must be met:
 - a. Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications as defined in Rule 6A-1.09401, F.A.C.; and
 - b. The student requires direct instruction in academic areas of English language arts (ELA), math, social studies and science based on access points pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings.

For further details, please reference the district’s ESE plan. Also, see definitions below.

Access courses are approved by the State Board of Education and are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Access courses are based on the access points. Access points are academic expectations intended only for students with the most significant cognitive disabilities and are designed to provide these students with access to the general education curriculum.

Alternate assessment: In accordance with 1008.22(3)(d), F.S., an alternate assessment is a statewide standardized assessment designed for students with significant cognitive disabilities to measure performance on the access points.

Circumstance means a situation in which accommodations allowable for use on the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment pursuant to 1008.22(3)(d), F.S., are not offered to a student during the current year’s assessment administration due to technological limitations in the testing administration program, which lead to results that reflect the student’s impaired sensory, manual or speaking skills, rather than the student’s achievement of the benchmarks assessed by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment.

Condition means an impairment, whether recently acquired or longstanding, that affects a student’s ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment would reflect the student’s impaired sensory, manual or speaking skills rather than the student’s achievement of the benchmarks assessed by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment.

Employment transition plan: A plan that meets the requirements found in 1003.4282(8)(b)2.d., F.S. This plan is separate from the IEP.

Eligible Career and Technical Education (CTE) courses: Eligible CTE courses include any ESE or general education CTE course that contains content related to the course for which it is substituting. Modifications to the expectations or outcomes of the curriculum, known as modified occupational completion points (MOCPs), are allowable and may be necessary for a student who takes access courses and participates in the alternate assessment. Modifications may include modified course requirements. Modifications to curriculum outcomes should be considered only after all appropriate accommodations are in place. MOCPs must be developed for students in conjunction with their IEP and must be documented on the IEP. Course outcomes may be modified through the IEP process for secondary students with disabilities who are enrolled in a postsecondary program if the student is earning secondary (high school) credit for the program.

Medical complexity Pursuant to 1008.22(12), F.S., a child with a medical complexity means a child who, based upon medical documentation from a physician licensed under Chapter 458 or 459, F.S., is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.

SECTION 5: OTHER PROGRESSION PATHWAYS

Adult Education at Gulf Adult High School (AHS)

Florida's adult education system includes a range of instructional programs that help adults get the basic skills they need to be productive workers, family members, and citizens. The major program areas are Adult Basic Education Adult High School and GED® Preparation, and English for Speakers of Other Languages (ESOL). These programs emphasize basic skills such as reading, writing, math, and English language competency. AHS also helps adult learners gain the knowledge and skills they need to enter and succeed in postsecondary education.

Adult learners enrolled in AHS can earn a high school diploma or its equivalent by successfully passing the Standard GED® tests.

Students with a certificate of completion may enroll in AHS to prepare or remediate for the statewide English Language Assessment (ELA) for the Algebra I End-of-Course (EOC) assessment through intensive courses and earn elective credits as needed.

AHS is available to individuals that:

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

AHS offers 3 alternative options from traditional school that is designed to assist students:

- Option 1: Standard Diploma
- Option 2: GED®
- Option 3: co-enroll in up to two courses while enrolled in a Gulf District high school.

Course requirements are in accordance with standards established by the state. The program of instruction is based on the [2024-25 Adult Education Curriculum Frameworks](#) and the Florida Standards. Instructional methodologies may include, but are not limited to, traditional lecture instruction, competency and performance-based adult education, distance learning and computer-assisted instruction.

Admission

The Gulf District Adult Education program shall provide the opportunity for enrollment anytime throughout the traditional school year or summer. The program provides accessible and relevant education for adult learners, empowering them to achieve their personal and educational aspirations based on individual needs.

All adult education programs are required to charge the following tuition rates (excluding co-enrollment) 1009.22, F.S.:

- \$30.00 block tuition rate per semester (July 1 - June 30)

Criteria for enrollment into AHS (excluding co-enrollment) is permissible if a:

1. Student does not possess a high school diploma;

2. Student is 16 years of age or older; and
3. Student has officially withdrawn from traditional school.

Any student, 18 years of age and older, who withdraws from the traditional school and enrolls in AHS shall not be permitted to re-enroll in the traditional school, except by approval of the Assistant Superintendent for Instruction and the receiving high school principal.

Option 1: Standard Diploma

AHS provides courses of study for an adult standard high school diploma. To obtain an adult standard high school diploma, a student must:

- earn the required credits to meet the selected graduation options in the [Standard Diploma Requirements](#);
- successfully pass all state [Assessment Requirements for Graduation](#);
- and earn a cumulative unweighted GPA of 2.0.

The only credit exemptions to the traditional graduation requirements allowed for the one credit in physical education and one credit in performing fine arts per 1003.4282(6)(b), F.S.:

- The one credit in physical education is not required for graduation and may be substituted with an elective credit.
- The one credit in performing fine arts required for graduation is not required and may be substituted with an elective credit.

Option 2: GED

Students who wish to take the GED® exam must be at least 18 years of age at the time of application or apply for an underage waiver. Waivers for 16 and 17-year-old applicants must be granted school board approval.

To be eligible to take the GED® exam an AHS student must:

- Have approval from the Adult School principal and one of the following:
- Score of 70% or higher on the corresponding subject area of the GED® practice tests (Reading, Math, Science and Social Studies) OR
- A score of NRS level 5 or above on the Reading TABE as a prerequisite to taking the GED® Exam (Reading, Science and Social Studies) or a score of NRS level 5 on the Math TABE as a prerequisite to taking the Math portion of the GED® Exam.

If passed, the student will be awarded a diploma from the Florida Department of Education, 1003.43, F.S. subsection 229.814.

Option 3: Co-Enrolled High School Students

There is no charge for traditional high school students who co-enroll in AHS. Also, enrollment criteria is reviewed on a case by case basis with the traditional high school staff (Guidance Counselor and administration) and the AHS principal. Traditional high school seniors are prioritized.

A co-enrolled student is one who is currently enrolled in a high school program as a K-12

student (has not withdrawn from K-12) and is simultaneously taking high school core credit courses in an adult high school program per 1011.80(10), F.S.

Criteria for enrolling into an AHS co-enrolled program:

1. Students must be at least 16 years of age and failed a core course and/or has a cumulative GPA below 2.0;
2. Must have permission from both the high school principal and the adult school principal; and
3. Must not have a pattern of excessive absenteeism or habitual truancy, or a history of disruptive behavior.

Course selection is limited to core academic courses that the student failed in the traditional school. Refer to the [Co-Enrolled Eligible Course List](#) for eligible courses.

To remain enrolled in AHS the student must exhibit exemplary behavior, attend a minimum of 10 (ten) hours per month and earn a minimum of .5 credit per semester. Students who co-enroll and fail to meet the requirements will not be allowed to continue co-enrollment or to re-enroll as a co-enrolled student in the future.

Alternative Pathway: Gulf Academy

Gulf Academy offers a specialized classroom environment tailored to meet the needs of students with a history of disruptive behavior, spanning Junior/Senior High (grades 6-12) or as deemed age-appropriate and necessary for the safety and welfare of the general population. With a focus on providing individualized support, each classroom is led by a certified teacher, supplemented by academic resource teachers if needed, along with additional support from School Health Services, Guidance personnel, and Behavior Specialists as required.

The program operates within traditional classroom facilities located at Gulf Academy sites in Port St. Joe and Wewahitchka. Students benefit from 300 minutes of daily instruction with a maximum class size of 10 students. Gulf Academy ensures a conducive learning environment where students receive personalized attention and support to help them succeed academically and behaviorally.

Specific Eligibility Criteria

The general target population for the Gulf Academy disciplinary program includes students who either have a history of disruptive behavior in school or who have committed offenses which may warrant suspension or expulsion according to the district's Code of Student Conduct.

Eligibility must be based on one or more of the following criteria:

1. Severely threatening the general welfare of students or others with whom students come into contact as evidenced by disciplinary referrals and other school records;
2. Interfering with the student's own learning or the educational process of others as evidenced by disciplinary referrals and documentation of violations of the District's Code of Student Conduct;
3. Frequent conflicts of a disruptive nature while the student is under the jurisdiction of school as evidenced by disciplinary referrals and documentation of violations of the District's Code of Student Conduct or from a sending district;

4. Transferring into the district from a Juvenile Justice facility;
5. Adjudication as a felon;
6. Charges pending from another in-state or out-of-state school;
7. Offense that warrants suspension or expulsion as a possible consequence as specified in the District's Code of Student Conduct;
8. Involvement with drugs and/or alcohol related activities;
9. Pending felony charges; or
10. Sexual offenses.

Admission

1. Eligible students will be recommended for non-voluntary placement by a screening committee composed of the principal, two members of the staff of the school of record, the academy instructor, and the Coordinator of Adult/Alternative Education.
2. Parents will attend a conference and be notified that placement is for a specified time period.

Placement in The Gulf Academy

A majority of those in attendance must agree that placement is in the best interest of the student and of the school. The decision of the screening committee is final. Other agencies may be involved as appropriate but will not have a vote in determining the final decision. The parent(s) and the student shall be notified that a staffing is being held and an invitation to be present shall be given and documented. It is the responsibility of the principal of the sending school to notify the parent(s). The student and parent(s) do not have to be present for a student to be placed in the Gulf Academy.

The sending school, which is familiar with the student, will present the case history and reasons for recommending placement at the Gulf Academy. The screening committee, after hearing the information can recommend one of the following:

1. The student meets the eligibility criteria and is appropriate for placement at Gulf Academy.
2. The student should return to the home school with specific recommendations for further interventions before a Gulf Academy referral is appropriate.
3. The student should be referred to other, more appropriate alternatives.
4. The student should be expelled or expulsion upheld.

If a student is determined to be eligible for admission into the Gulf Academy, the following procedures are to be implemented:

1. The sending school's principal will contact the parents regarding the student's new placement, and the time and date to bring the student to the Gulf Academy.
2. The sending school's principal will invite the parent(s) of the student being placed at the school to a meeting to explain the school's goals, curriculum, and rules and procedures for earning the right to transfer back to the home school if the parent(s) were not present at the placement staffing.
3. A daily class schedule and a tentative education plan shall be completed for each student placed at the Gulf Academy.

The Staffing Committee will determine if students should be provided with transportation from their home to the Gulf Academy in the morning and from Gulf Academy back to their home in the afternoon. However, should the bus driver have to write a disciplinary form for any misbehavior on the bus, the first written report is ten (10) days suspension from the bus; the 2nd written discipline report will result in expulsion from the bus for the remainder of the school year. Parents will be given a copy of this policy and will be requested to sign it, upon admittance.

Exit Procedures

The usual length of placement at the Gulf Academy will be at least 90 days from the date of admission. Placement may be for a longer period of time if the school's staffing committee feels that the student has not earned the right to transfer back to the home school. If a student is placed at the Gulf Academy in the middle of a semester, the student will attend the remainder of that semester, plus a minimum of one more semester. Students who were placed for disciplinary reasons will be allowed to return to their home school if they make adequate progress on their behavior and academic work as determined by the screening committee. Students who do not successfully earn re-entry status will not be allowed to re-enroll in their home school. Final determination of a student's "readiness" to return to a mainstream school will be made by the staffing committee.

Drug Testing

Students placed into Gulf Academy for possession, sale, use or under the influence of any controlled substance:

1. Gulf Academy placement is for a minimum of ninety days and all rules and regulations of that program must be strictly followed.
2. The student must submit to random drug testing upon request with the following drug testing stipulations:
 - A. To be completed at an approved testing facility;
 - B. For the duration of placement;
 - C. At the parent's expense; and
 - D. Results will be sent to the Gulf Academy for review.
3. The student will be recommended for a one-year expulsion from the Gulf District School System if the student:
 - A. Fails to take the drug tests as outlined.
 - B. Tests positive for any controlled substances while at Gulf Academy.
 - C. Fails to adhere to all rules and regulations of the Gulf Academy.

SECTION 6 GRADING SYSTEMS

Elementary School Grading

Integrating both formative assignments and summative assessments based on the Florida Standards ensures a comprehensive approach to student learning and evaluation. Formative assignments provide ongoing feedback and opportunities for students to demonstrate understanding and skill development aligned with the standards. They inform instructional decisions and support targeted interventions to address learning gaps. Meanwhile, summative assessments offer a culmination of students' progress, assessing their mastery of the standards at key points in the learning process. However, it's crucial to recognize that actual work must be assessed rigorously, focusing not only on completion but also on the quality of students' understanding and application of the standards. Grading is based on both formative assignments and summative assessments ensures that assessment reflects students' true proficiency and guides them toward achieving mastery of the Florida Standards.

Formative Assignments

Desired Outcome: evidence of progress to mastery of the specific standard (learning target)

A formative assignment is an ongoing process used by educators to monitor student learning progress and provide feedback during the learning process. Its primary goal is to help students improve their understanding and performance by identifying areas of strength and areas to improve.

Examples of formative assignments:

1. **Daily assignments, practice:** These are tasks given to students on a regular basis to reinforce learning and practice newly acquired skills. They can include exercises, worksheets, readings, or small projects. Teachers use these assignments to monitor students' progress, identify areas where they may be struggling, and provide timely feedback to guide their learning.
2. **Quizzes:** Quizzes are brief assessments that test students' understanding of recent material or concepts. They can be given at the end of a lesson or unit to check comprehension and retention. Quizzes help teachers gauge whether students are grasping the material and can inform instructional decisions such as reteaching certain topics or moving on to more advanced material.
3. **Bell ringers and exit tickets:** Bell ringers are short activities or questions given at the beginning of a class period to engage students and assess prior knowledge related to the day's lesson. Exit tickets are similar activities given at the end of a lesson to assess understanding and gather feedback on what students have learned. Both bell ringers and exit tickets provide valuable insights into students' understanding and help teachers adjust instruction as needed.
4. **Draft of written work:** Before submitting a final version of a written assignment, students may be asked to submit a draft for feedback. This allows teachers to review

students' work in progress, provide guidance on structure, content, and mechanics, and offer suggestions for improvement. By assessing drafts formatively, teachers can support students in refining their writing skills and deepening their understanding of the subject matter.

5. **Student responses (written and verbal):** Throughout a lesson or discussion, teachers often pose questions or prompts to which students respond either verbally or in writing. These responses provide immediate feedback to teachers about students' understanding, misconceptions, or areas of confusion. By listening to student responses and reviewing written contributions, teachers can gauge comprehension levels and adjust their teaching strategies accordingly.
6. **Performance in progress:** This refers to ongoing observations of students' performance during classroom activities, group work, or hands-on tasks. Teachers assess students' skills, participation, and engagement as they work on assignments or projects. By monitoring performance in progress, teachers can identify strengths and weaknesses, provide targeted support or interventions, and adapt instruction to meet students' individual needs in real-time.

All these examples of formative assignments prioritize providing feedback and supporting student learning during the instructional process, rather than assigning grades for a summative assessment.

Summative Assessments

Desired Outcome: evidence of mastery of the specific standard (learning target)

Summative assessments are evaluations conducted at the end of a learning period to measure students' overall achievement and proficiency in specific content or skills. Unlike formative assessments, which are designed to monitor learning progress and provide feedback for improvement, summative assessments are typically used for grading purposes and to make high-stakes decisions, such as course grades or graduation requirements.

Examples of summative assessments:

1. **Final version of written work:** This refers to the completed and polished version of a written assignment that students submit for evaluation. Unlike drafts, which are assessed formatively to provide feedback and support improvement, the final version is typically graded and serves as a culmination of the learning process. Teachers assess the final written work based on established criteria, such as content, organization, clarity, and mechanics, to determine students' mastery of the subject matter.
2. **Final/formal student responses:** These are comprehensive responses or projects that students complete to demonstrate their understanding of a topic or concept. Unlike formative student responses, which are part of ongoing classroom activities, final or formal responses are typically assessed summatively for grading purposes. Examples include essays, presentations, research papers, or portfolios, where students showcase their knowledge, skills, and abilities acquired over a period of instruction.

3. **Tests (weekly, units):** Tests administered on a weekly or unit basis are summative assessments that evaluate students' mastery of specific content or skills within a defined timeframe. These assessments often cover a range of topics or objectives taught during the week or unit and may include various question formats, such as multiple-choice, short-answer, or essay questions. Test results provide a snapshot of students' learning at a particular point in time and are used to assign grades or measure progress towards learning goals.
4. **District Quarterly Assessments:** These assessments are standardized tests administered by school districts on a quarterly basis to measure student achievement and growth over time. District quarterly assessments align with state standards and are used to evaluate school and district performance, as well as inform instructional decisions and resource allocation. Results from these assessments may influence district policies, funding, and accountability measures.
5. **Final Product (Example: Science Project):** A final product, such as a science project, is a culminating activity or assignment that allows students to apply their knowledge and skills in a real-world context. These projects often involve research, experimentation, analysis, and presentation of findings. While the process of completing the project may involve formative elements, such as drafts and feedback, the final product is typically evaluated summatively based on predetermined criteria to assess students' ability to integrate and demonstrate their learning.

Phonetic Application

Eliminating spelling tests can foster a more meaningful approach to phonetics education by prioritizing application over rote memorization. Instead of focusing solely on the ability to spell individual words correctly, students can engage in activities that promote deeper understanding of phonetic principles and their application in real-world contexts. By emphasizing phonetic analysis, decoding strategies, and word patterns, students develop stronger literacy skills that extend beyond spelling isolated words, empowering them to become more proficient readers and writers. Additionally, shifting away from spelling tests allows educators to allocate instructional time more effectively towards activities that promote critical thinking, creativity, and language fluency.

Elementary Grade Weighting

60% Formative Assignments and 40% Summative Assessments= 100% Grade Opportunity

ENGLISH	Formative Assignments	Summative Assessments	MATH	Formative Assignments	Summative Assessments
Weekly	2		Weekly	2	Bi-weekly
By Progress Report (4 ½ weeks)	8	4	By Progress Report (4 ½ weeks)	8	2
Report Card	18	8	Report Card	18	4

4 th Grade SCIENCE	Formative Assignments	Summative Assessments	5 th Grade SCIENCE	Formative Assignments	Summative Assessments
Weekly	2	Bi-weekly	Weekly	2	Bi-weekly
By Progress Report (4 ½ weeks)	8	2	By Progress Report (4 ½ weeks)	8	2
Report Card	18	4	Report Card	18	4

Standards-based Report Cards are utilized for kindergartens as a way for parents to understand what is expected during the formative learning process of acclimating to school. **See Appendix B** for the ELA and Math Gulf District Schools Standards-based Report Card for the 4th nine weeks.

Junior High and High School Grading

Integrating both formative assignments and summative assessments based on the Florida Standards ensures a comprehensive approach to student learning and evaluation. Formative assignments provide ongoing feedback and opportunities for students to demonstrate understanding and skill development aligned with the standards. They inform instructional decisions and support targeted interventions to address learning gaps. Meanwhile, summative assessments offer a culmination of students' progress, assessing their mastery of the standards at key points in the learning process. However, it's crucial to recognize that actual work must be assessed rigorously, focusing not only on completion but also on the quality of students' understanding and application of the standards. Grading is based on both formative

assignments and summative assessments ensures that assessment reflects students' true proficiency and guides them toward achieving mastery of the Florida Standards.

Formative Assignments

Desired Outcome: evidence of progress to mastery of the specific standard (learning target)

A formative assignment is an ongoing process used by educators to monitor student learning progress and provide feedback during the learning process. Its primary goal is to help students improve their understanding and performance by identifying areas of strength and areas to improve.

Examples of formative assignments:

- 1. Daily assignments, practice:** These are tasks given to students on a regular basis to reinforce learning and practice newly acquired skills. They can include exercises, worksheets, readings, or small projects. Teachers use these assignments to monitor students' progress, identify areas where they may be struggling, and provide timely feedback to guide their learning.
- 2. Quizzes:** Quizzes are brief assessments that test students' understanding of recent material or concepts. They can be given at the end of a lesson or unit to check comprehension and retention. Quizzes help teachers gauge whether students are grasping the material and can inform instructional decisions such as reteaching certain topics or moving on to more advanced material.
- 3. Bell ringers and exit tickets:** Bell ringers are short activities or questions given at the beginning of a class period to engage students and assess prior knowledge related to the day's lesson. Exit tickets are similar activities given at the end of a lesson to assess understanding and gather feedback on what students have learned. Both bell ringers and exit tickets provide valuable insights into students' understanding and help teachers adjust instruction as needed.
- 4. Draft of written work:** Before submitting a final version of a written assignment, students may be asked to submit a draft for feedback. This allows teachers to review students' work in progress, provide guidance on structure, content, and mechanics, and offer suggestions for improvement. By assessing drafts formatively, teachers can support students in refining their writing skills and deepening their understanding of the subject matter.
- 5. Student responses (written and verbal):** Throughout a lesson or discussion, teachers often pose questions or prompts to which students respond either verbally or in writing. These responses provide immediate feedback to teachers about students' understanding, misconceptions, or areas of confusion. By listening to student responses and reviewing written contributions, teachers can gauge comprehension levels and adjust their teaching strategies accordingly.
- 6. Performance in progress:** This refers to ongoing observations of students' performance during classroom activities, group work, or hands-on tasks. Teachers assess students' skills, participation, and engagement as they work on assignments or projects. By

monitoring performance in progress, teachers can identify strengths and weaknesses, provide targeted support or interventions, and adapt instruction to meet students' individual needs in real-time.

All these examples of formative assignments prioritize providing feedback and supporting student learning during the instructional process, rather than assigning grades for a summative assessment.

Summative Assessments

Desired Outcome: evidence of mastery of the specific standard (learning target)

Summative assessments are evaluations conducted at the end of a learning period to measure students' overall achievement and proficiency in specific content or skills. Unlike formative assessments, which are designed to monitor learning progress and provide feedback for improvement, summative assessments are typically used for grading purposes and to make high-stakes decisions, such as course grades or graduation requirements. Examples of summative assessments:

1. **Final version of written work:** This refers to the completed and polished version of a written assignment that students submit for evaluation. Unlike drafts, which are assessed formatively to provide feedback and support improvement, the final version is typically graded and serves as a culmination of the learning process. Teachers assess the final written work based on established criteria, such as content, organization, clarity, and mechanics, to determine students' mastery of the subject matter.
2. **Final/formal student responses:** These are comprehensive responses or projects that students complete to demonstrate their understanding of a topic or concept. Unlike formative student responses, which are part of ongoing classroom activities, final or formal responses are typically assessed summatively for grading purposes. Examples include essays, presentations, research papers, or portfolios, where students showcase their knowledge, skills, and abilities acquired over a period of instruction.
3. **Tests (weekly, units):** Tests administered on a weekly or unit basis are summative assessments that evaluate students' mastery of specific content or skills within a defined timeframe. These assessments often cover a range of topics or objectives taught during the week or unit and may include various question formats, such as multiple-choice, short-answer, or essay questions. Test results provide a snapshot of students' learning at a particular point in time and are used to assign grades or measure progress towards learning goals.
4. **District Quarterly Assessments:** These assessments are standardized tests administered by school districts on a quarterly basis to measure student achievement and growth over time. District quarterly assessments align with state standards and are used to evaluate school and district performance, as well as inform instructional decisions and resource allocation. Results from these assessments may influence district policies, funding, and accountability measures.
5. **Final Product (Example: Science Project):** A final product, such as a science project, is a culminating activity or assignment that allows students to apply their knowledge and skills in a real-world context. These projects often involve research, experimentation,

analysis, and presentation of findings. While the process of completing the project may involve formative elements, such as drafts and feedback, the final product is typically evaluated summatively based on predetermined criteria to assess students' ability to integrate and demonstrate their learning.

Junior High and High School Grade Weighting

60% Formative Assignments and 40% Summative Assessments= 100% Grade Opportunity

ENGLISH, SCIENCE & SOCIAL STUDIES	Formative Assignments	Summative Assessments	MATH	Formative Assignments	Summative Assessments
By Progress Report (4 ½ weeks)	8	4	By Progress Report (4 ½ weeks)	8	2
Report Card	18	8	Report Card	18	3-4

ELECTIVES	Formative Assignments	Summative Assessments
By Progress Report (4 ½ weeks)	8	2
Report Card	18	4

Name of Student: <hr/> Date:



Initial Enrollment Form - Gulf District Schools Virtual School Options 2024-2025

Student and Parent Agreement

Please read and agree to ALL statements necessary for **student success** in virtual education.

- The student will take the virtual course **off campus** and be able to devote at least 5 hours a week to virtual coursework and is able to work independently, prioritize tasks, organize assignments, and complete assignments in a specified time frame.
- The student is comfortable using a computer and has reliable access to the Internet, as well as using software applications such as Office 365, Canvas, Classlink, Microsoft Teams, and Zoom.
- The student must complete mandatory Discussion-Based Assessments (DBAs) and must maintain regular contact with their teacher(s) through text, email, or phone.
- The student can advocate for himself/herself by contacting their teacher or the District Office by email, text, or phone when questions or technical difficulties arise. The parent can provide transportation, if needed, and serve as the learning coach. The parent will have regular communication with the instructor, such as a required monthly meeting.
- The student and parent agree to check email and communicate with the district to complete necessary documentation for enrollment in a virtual course.
- I understand that the student must complete all virtual courses by the end of the school calendar year. However, Seniors must complete coursework by May 1st if required for graduation purposes.
- I understand the student will be required to participate in State Assessments in accordance with F.S. 1002.45.
- I understand that the student must maintain academic progress to maintain enrollment in virtual classes. At the start, the student must complete at least 10% of the course with at least a "C" average by the end of drop/add timeframe to stay enrolled in the course.
- I understand and agree that the student will be held to a compulsory attendance requirement set forth in F.S. 1003.21. If attendance or pace in a course is not met, the student will be subject to truancy and non-enrollment. The student may need to return to their brick-and-mortar school.
 - Grace period during first month- must complete at least 20% of the course with at least a "C" average.
- I understand the student must uphold Academic Integrity/Honor Code when completing their virtual course assignments.
- I understand that if the student falls behind pace or fails to maintain a "C" average (after the grace periods), they may be withdrawn from the course and given a Withdrawn "F" on their transcript.

Student Signature

DATE

Courses must have counselor and caregiver approval, 1002.20 (6), Florida Statute

Parent/ Guardian Signature

DATE

Guidance Counselor Signature

DATE

Virtual Course(s) student is interested in enrolled in:

DEADLINES FOR ENROLLMENT:

May 15th is date for enrollment for Summer course(s)

July 15th is date for enrollment for Fall semester

December 15th is date for enrollment for Spring semester

ACADEMIC PACING GUIDE:

START OF THE YEAR: A student must complete at least 10% of the course with at least a “C” average by the end of drop/add timeframe to stay enrolled in the course.

AFTER FIRST MONTH OF ENROLLMENT: A student must complete at least 20% of the course with at least a “C” average to stay enrolled in the course.

SUMMER ENROLLMENT (MORE ACCELERATED): A student must complete at least 10% of the course with at least a “C” average by the end of the first week to stay enrolled in the course.

Name of Student:

Date:

Initial Enrollment Form - Gulf District Schools Summer 2025 Virtual School Options

SUMMER ENROLLMENT (MORE ACCELERATED)

Student and Parent Agreement

Please read and agree to ALL statements necessary for **student success** in virtual education.

- The student will take the virtual course **off campus** and be able to devote at least 5 hours a week to virtual coursework and is able to work independently, prioritize tasks, organize assignments, and complete assignments in a specified time frame.
- The student is comfortable using a computer and has reliable access to the Internet, as well as using software applications such as Office 365, Canvas, Classlink, Microsoft Teams, and Zoom.
- The student must complete mandatory Discussion-Based Assessments (DBAs) and must maintain regular contact with their teacher(s) through text, email, or phone.
- The student can advocate for himself/herself by contacting their teacher or the District Office by email, text, or phone when questions or technical difficulties arise. The parent can provide transportation, if needed, and serve as the learning coach. The parent will have regular communication with the instructor, such as a required monthly meeting.
- The student and parent agree to check email and communicate with the district to complete necessary documentation for enrollment in a virtual course.
- I understand that the student must complete all virtual courses by the end of the school calendar year. However, Seniors must complete coursework by May 1st if required for graduation purposes.
- I understand the student will be required to participate in State Assessments in accordance with F.S. 1002.45.
- I understand that the student must maintain academic progress to maintain enrollment in virtual classes. At the start, the student must complete at least 10% of the course with at least a "C" average by the end of drop/add timeframe to stay enrolled in the course.
- I understand and agree that the student will be held to a compulsory attendance requirement set forth in F.S. 1003.21. If attendance or pace in a course is not met, the student will be subject to truancy and non-enrollment. The student may need to return to their brick-and-mortar school.
 - Grace period during first month- must complete at least 20% of the course with at least a "C" average.
- I understand the student must uphold Academic Integrity/Honor Code when completing their virtual course assignments.
- I understand that if the student falls behind pace or fails to maintain a "C" average (after the grace periods), they may be withdrawn from the course and given a Withdrawn "F" on their transcript.

Student Signature

DATE

Courses must have counselor and caregiver approval, 1002.20 (6), Florida Statute

Parent/ Guardian Signature

DATE

Guidance Counselor Signature

DATE

Virtual Course(s) student is interested in enrolled in:

DEADLINES FOR ENROLLMENT:

May 15th is date for enrollment for Summer course(s)

June 10 or the first week of class: A student must complete at least 10% of the course with at least a “C” average to stay enrolled in the course.

June 20- A student must complete at least 20% of the course with at least a “C” average to stay enrolled in the course.

ACADEMIC PACING GUIDE:

By June 10: A student must complete at least 10% of the course with at least a “C” average by the end of drop/add timeframe to stay enrolled in the course.

By June 20: A student must complete at least 20% of the course with at least a “C” average to stay enrolled in the course.

Gulf District Schools Standards-based Report Card

SCALE	
3	2
MET EXPECTATION	MAKING PROGRESS
1	0
LIMITED PROGRESS	NO PROGRESS
HIGHEST PRIORITY	
K.F.1.1	<p>3rd Nine Weeks</p> <p>1: Demonstrate knowledge of the basic concepts of print.</p> <ul style="list-style-type: none"> a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. f. Identify all upper- and lowercase letters of the alphabet. g. Recognize that print conveys specific meaning and pictures may support meaning.
K.F.1.2	<p>4th Nine Weeks</p> <p>2: Demonstrate phonological awareness.</p> <ul style="list-style-type: none"> a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken words. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words.
K.F.1.3	<p>4th Nine Weeks</p> <p>3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of short and long sounds for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words.
K.F.1.4	<p>4th Nine Weeks</p> <p>4: Recognize and read with automaticity grade-level high frequency words.</p> <ul style="list-style-type: none"> • refer to GCSD high frequency word list (58 words)
K.C.1.1	<p>3rd Nine Weeks</p> <p>14: Print ALL vowels and MANY upper- and lowercase letters. Students should attend to spacing.</p>
K.C.3.1	<p>4th Nine Weeks</p> <p>20: Follows the rules of BENCHMARK MASTERY English:</p> <ul style="list-style-type: none"> • begin each sentence with a capital letter • use ending punctuation • capitalize the days of the week, months, I • form regular plural nouns orally • use interrogatives to ask questions
STAR	<p>4th Nine Weeks</p> <p>STAR EARLY LITERACY</p>

NEXT PRIORITY

K.R.1.1	2 nd Nine Weeks	5: POETRY AND PROSE Describe the main character(s), setting, and important events in a story.
K.R.2.2	3 rd Nine Weeks	9: INFORMATIONAL TEXT Identify the topic and multiple details in a text.
K.C.1.5	3 rd Nine Weeks	18: With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.
K.C.2.1	3 rd Nine Weeks	19: Present information orally using complete sentences. FLDOE rubric

SCALE

YES

NO

K.R.1.3		6: POETRY AND PROSE Explain the roles of the author and illustrator of a story.
K.R.1.4		7: POETRY AND PROSE Identify rhyme in a poem.
K.R.2.1		8: INFORMATIONAL TEXT Use titles, headings, and illustrations to predict and confirm the topics of texts.
K.R.2.4		10: INFORMATIONAL TEXT Explain the difference between opinions and facts about a topic.
K.R.3.1		11: READING ACROSS GENRES Identify and explain descriptive words in text.
K.R.3.2		12: READING ACROSS GENRES Retell a text orally to enhance comprehension: <ul style="list-style-type: none"> a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text.
K.R.3.3		13: READING ACROSS GENRES Compare and contrast characters' experiences (events, feelings, or behaviors) in stories.
K.C.1.2		15: NARRATIVE Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

K.C.1.3	<p>16: ARGUMENTATIVE</p> <p>Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</p>
K.C.1.4	<p>17: EXPOSITORY</p> <p>Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p>
K.C.4.1	<p>21: RESEARCHING:</p> <p>Recall information to answer a question about a single topic.</p>
K.C.5.1	<p>22: Use a multimedia element to enhance oral or written tasks. Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.</p>
K.V.1.1	<p>23: Use grade-level academic vocabulary appropriately in speaking and writing.</p>
K.V.1.2	<p>24: Ask and answer questions about unfamiliar words in grade-level context.</p>
K.V.1.3	<p>25: Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p>

KINDERGARTEN – MATH – 4th NINE WEEKS

SCORE: _____

Gulf District Schools Standards-based Report Card

SCALE			
3	2	1	0
MET EXPECTATION	MAKING PROGRESS	LIMITED PROGRESS	NO PROGRESS

HIGHEST PRIORITY

K.NSO.1.1	3 rd Nine Weeks 1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.
K.NSO.1.2	3 rd Nine Weeks 2: Given a number (verbally or written numeral) from 0 to 20, count out that many objects.
K.NSO.1.4	2 nd Nine Weeks 4: Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.
K.NSO.2.1	4 th Nine Weeks 5: Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.
K.AR.1.2	4 th Nine Weeks 9: Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.
K.NSO.3.2	4 th Nine Weeks 11: Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.

NEXT PRIORITY

K.NSO.1.3	1 st Nine Weeks 3: Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”
K.NSO.2.2	3 rd Nine Weeks 6: Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.
K.NSO.2.3	4 th Nine Weeks 7: Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.

K.AR.1.1	4 th Nine Weeks 10: For any number from 1 to 9, find the number that makes 10 when added to the given number.
K.AR.1.3	4 th Nine Weeks 12: Solve addition and subtraction real-world problems (limited to sums within 10) using objects, drawings or equations to represent the problem.
K.M.1.3	4 th Nine Weeks 16: Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.
K.GR.1.1	4 th Nine Weeks 17: Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

SCALE	
YES	NO

K.NSO.3.1	8: Explore addition (“putting together” or “counting on”) of two whole numbers from 0 to 10, and related subtraction (“taking apart” or “taking from”) facts.
K.AR.2.1	13: Explain why addition or subtraction (limited to sums within 20) equations are true using objects or drawings.
K.M.1.1	14: Identify the attributes of a single object that can be measured such as length, volume or weight.
K.M.1.2	15: Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.
K.GR.1.2	18: Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.
K.GR.1.3	19: Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.
K.GR.1.4	20: Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.
K.GR.1.5	21: Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.
K.DP.1.1	22: Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.



**Academic Advisement
Students Entering Grade 9 Prior to 2023-2024**

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?

- 3 elective credits instead of 8
- 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
- 4 elective credits instead of 8
 - 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

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
<ul style="list-style-type: none"> • One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
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.

*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.

Academic Advisement
Students Entering Grade 9 Prior to 2023-2024
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/>.



**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.)

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24-Credit Standard Diploma Requirements

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3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
7.5 Elective Credits
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.

*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
<p>In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:</p> <ul style="list-style-type: none"> • 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 <p>***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.</p>
Industry Scholar Diploma Designation
<ul style="list-style-type: none"> • Meet standard high school diploma requirements • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

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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:

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Florida College System
<p>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.</p>
Career and Technical Colleges and Centers
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Where is information on financial aid located?

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[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/>.

Graduation Requirements for Florida's Statewide Assessments

Overview

According to [section \(s.\) 1003.4282](#), Florida Statutes (F.S.), students must meet certain academic requirements to earn a standard high school diploma from a public school, including passing required courses, earning a minimum number of credits, earning a minimum grade point average, and passing certain required statewide assessments. Students who meet these requirements 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 (SBE) and defined in [Rule 6A-1.09422](#), Florida Administrative Code (F.A.C.).

Assessment Graduation Requirements

On October 18, 2023, the SBE adopted new score scales and passing scores for the statewide, standardized assessments aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.), which include the Florida Assessment of Student Thinking (FAST) and B.E.S.T. end-of-course (EOC) assessments. The FAST assessments and B.E.S.T. EOC assessments were administered for the first time during the 2022–23 school year, and the passing scores adopted by the SBE are effective beginning with the second administration (PM2) of FAST during the 2023–24 school year and the Winter 2023 B.E.S.T. EOC administration. The passing standard for a student is determined based on when they took or will take the required assessment, as outlined in the sections and tables below. Students who took these tests for the first time and passed prior to the rule adoption have met the assessment graduation requirement.

Grade 10 FAST English Language Arts (ELA) Reading Assessment

The ELA assessment students must pass to graduate with a standard high school diploma is determined by the student's year of enrollment in grade 9. The FAST Grade 10 ELA Assessment is the required assessment for graduation purposes for students who entered grade 9 in 2021–22 and after. The FAST assessments, aligned to the B.E.S.T. Standards, were administered for the first time during the 2022–23 school year. Students must earn a passing Grade 10 FAST ELA Reading score in the third progress monitoring window (PM3) to meet this graduation requirement (see Table 1). In accordance with [s. 1008.22](#), F.S., all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment regardless of whether they have a passing concordant score on file.

For more information on the Grade 10 FAST ELA Reading Assessment, please see the [FAST Assessments webpage](#).

B.E.S.T. Algebra 1 EOC Assessment

The Algebra 1 EOC assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who complete an applicable course in the 2022–23 school year and beyond are required to pass the B.E.S.T. Algebra 1 EOC Assessment (see Table 1). In accordance with [s. 1008.22](#), F.S., students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing comparative score on file.

For more information on the B.E.S.T. Algebra 1 EOC Assessment, please see the [B.E.S.T. Assessments webpage](#).

Florida Standards Assessment (FSA) Graduation Requirements

Students whose graduation requirement is the Grade 10 FSA ELA may take the FSA ELA Retake (Reading and Writing) or they may satisfy their grade 10 ELA assessment requirement by earning a passing score on the Grade 10 FAST ELA Reading PM3 Assessment (Spring 2023 only) or the FAST ELA Reading Retake (2023–24 and beyond).

Students whose graduation requirement is the FSA Algebra 1 EOC Assessment may take the FSA Algebra 1 EOC Retake, or they may satisfy their Algebra 1 assessment graduation requirement by earning a passing score on the B.E.S.T. Algebra 1 EOC Assessment.

Students with the FSA ELA Reading or FSA Algebra 1 EOC graduation assessment requirement may satisfy that requirement by using the applicable alternate passing score on the B.E.S.T. scale (see Table 2).



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Table 1 lists passing scores required for graduation for the grade 10 ELA and Algebra 1 assessments.

Table 1: Graduation Assessment Requirements and Passing Score by School Year

Grade 10 ELA				
School Year When Students Entered Grade 9	Assessment	Passing Score	Score Scale	Score Scale Range
2022–23 and beyond	FAST ELA Reading	247	B.E.S.T.	179-308
2021–22 ²	FAST ELA Reading	246 ¹	B.E.S.T.	179-308
		350	Provisional ³	284-412
2014–15 to 2020–21 ⁴	FSA ELA	350	FSA	284-412
2013–14	FSA ELA	349 ⁵	FSA	284-412
Algebra 1				
First Participation in Algebra 1 EOC	Assessment	Passing Score	Score Scale	Score Scale Range
Winter 2023 and beyond	B.E.S.T. Algebra 1 EOC	400	B.E.S.T.	325-475
Winter 2022–Fall 2023	B.E.S.T. Algebra 1 EOC	398 ¹	B.E.S.T.	325-475
		497	Provisional ³	425-575
Spring 2016–Fall 2022 ⁴	FSA Algebra 1 EOC	497	FSA	425-575
Spring, Summer, Fall or Winter 2015	FSA Algebra 1 EOC	489 ⁵	FSA	425-575

¹ The Alternate Passing Scores (APS) on the B.E.S.T. scale are 246 for FAST Grade 10 ELA Reading and 398 for B.E.S.T. Algebra 1.

² Students who entered grade 9 prior to the 2021–22 school year are also eligible for the APS (see Tables 2 and 8).

³ For the 2022–23 school year, scores for FAST and B.E.S.T. assessments were linked to and reported on the 2021–22 FSA score scale, as required by s. 1008.34(7)(d), F.S. Students who took the FAST Grade 10 ELA Reading Assessment or B.E.S.T. Algebra 1 EOC prior to the adoption of the new passing scores by the State Board of Education are able to use these scores to meet their graduation requirement.

⁴ Please see the “2020–21 School Year” and “2019–20 School Year” sections of this document for additional information on requirements for students scheduled to graduate in these school years.

⁵ In addition to the 2013–14 cohort for FSA ELA and the 2015 cohort for Algebra 1 EOC, any student who took the FSA assessment prior to the adoption of the passing score on the FSA scale adopted by the SBE (January 7, 2016) is eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

Alternate Passing Scores

Table 2 lists alternate passing scores for FAST and B.E.S.T. assessments. Students whose graduation requirements were for previous assessments or students who participated in an administration of a FAST or B.E.S.T. assessment prior to the adoption of cut scores for that assessment are eligible to use an alternate passing score linked to the passing score on the previous assessment for the purpose of meeting an assessment graduation requirement. Alternate Passing Score information for FCAT/FCAT 2.0 assessments is located in Table 8.

Table 2: FAST/B.E.S.T. Alternate Passing Scores

Assessment	Graduation/Assessment Requirement	Alternate Passing Score	Score Scale
FAST Grade 10 ELA Reading	FSA	246	B.E.S.T.
B.E.S.T. Algebra 1	FSA	398	B.E.S.T.
B.E.S.T. Geometry ¹	FSA	401	B.E.S.T.

¹ Earning a passing score on the Geometry EOC is not required for graduation but may be used to earn a Scholar diploma designation or as a comparative score for the Algebra 1 EOC graduation requirement.

Statewide Assessment Retake Opportunities

Students can participate in the grade 10 ELA Retake or the Algebra 1 EOC assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Please see the [Statewide Assessment Schedule](#) page for more information on the administration windows for these assessments.



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Concordant and Comparative Scores

A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in [Rule 6A-1.09422](#), F.A.C. Tables 3 and 4 show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Table 3: Grade 10 ELA Concordant Scores¹

Available for students who entered grade 9 in 2020–21 and beyond:	
SAT EBRW/RW ²	480
ACT English and Reading subtests (averaged) ³	18
CLT Verbal Reasoning and Grammar/Writing sections sum ⁴	36
Available for students who entered grade 9 between the 2010–11 and 2019–20 school years ⁵ :	
SAT EBRW/RW ²	430
SAT Reading Subtest ⁶	24
ACT Reading	19
ACT English and Reading subtests (averaged) ³	18

¹ Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2020–21 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment.

² The combined score for the EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT.

³ If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

⁴ The scores from the Verbal Reasoning and Grammar/Writing subject tests that are used to calculate the sum are not required to come from the same test administration.

⁵ Any student who graduated in the 2022–23 school year, regardless of when they entered grade 9, was eligible to use these scores for graduation. Please see Rule 6A-1.09422(8)(a)2., F.A.C.

⁶ Administered March 2016 through December 2023.

Table 4: Algebra 1 EOC Comparative Scores¹

Available for students who entered grade 9 in 2020–21 and beyond:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2011–12 and 2019–20 school years ² :	
PERT Mathematics	114
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
Geometry EOC ³	Level 3
Available for students who entered grade 9 between the 2011–12 and 2018–19 school years:	
PERT Mathematics	97

¹ Students whose graduation requirement is the B.E.S.T. Algebra 1 EOC Assessment may use comparative scores aligned to the FSA Algebra 1 Assessment (those listed for all students who entered grade 9 between 2011–12 and 2018–19 and between 2011–12 and 2019–20) until the State Board of Education adopts concordant scores aligned to the B.E.S.T. Algebra 1 EOC Assessment.

² Any student who graduated in the 2022–23 school year, regardless of when they entered grade 9, was eligible to use these scores for graduation. Please see Rule 6A-1.09422(8)(b)2., F.A.C.

³ Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation. Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(7), F.A.C., were eligible to use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the “Scholar Diploma Designation” section below for eligibility criteria.



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Other Graduation Options

Scholar Diploma Designation

In accordance with s. [1003.4285\(1\)\(a\)](#), F.S., to qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide EOC assessments shown in Table 6.

Table 6: Passing Scores Required for a Scholar Diploma Designation

Student Entered Ninth Grade	EOC Assessment		
	Geometry	Biology 1 ¹	U.S. History ¹
2010–11 through 2013–14		X	X
2014–15 and beyond	X	X	X

¹A 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 takes the respective AP, IB, or AICE assessment, and earns the minimum score to earn college credit.

The passing score for each EOC assessment is the minimum score in Achievement Level 3.

- The passing score for the B.E.S.T. Geometry EOC Assessment was adopted in SBE rule in October 2023. For students who took the B.E.S.T. Geometry EOC Assessment prior to the adoption of the new passing scores, the alternate passing score is 401.
- The passing score for the FSA Geometry EOC Assessment was adopted in SBE rule in January 2016. For students who took the FSA Geometry EOC Assessment in the 2014–15 school year or in 2016 prior to the adoption of the new passing scores, the alternate passing score is 492.
- Students who participated in the B.E.S.T. Geometry EOC prior to the adoption of the B.E.S.T. passing scores may use the provisional score (499) or alternate passing score on the new scale (401).
- Students who are eligible for these alternate passing scores may also use them as a comparative score for the Algebra 1 EOC graduation requirement.

Waivers of Results for Students with Disabilities

Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment results for graduation purposes for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. [1008.22\(3\)\(d\)2](#), F.S., “A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, visit the [Bureau of Exceptional Education and Student Services webpage](#).

Alternate Pathways for ESOL Students

During the 2021 Legislative Session, s. [1003.433\(3\)\(b\)](#), F.S., was amended to require that, beginning with the 2022–23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than two school years and have met all requirements for the standard high school diploma except for passage of the grade 10 ELA assessment requirement, may meet the grade 10 ELA assessment graduation requirement by “satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with state board rule.” Details are provided in [Rule 6A-1.09422, F.A.C.](#)

For more information on alternate pathways for ESOL students, please contact the Bureau of Student Achievement through Language Acquisition at SALA@fldoe.org.

High School Equivalency Diploma Program (2014 GED® Test)

The high school equivalency diploma program is designed to provide an opportunity for adults who have not



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graduated from high school to earn a GED®, the only state-approved high school equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Adult education programs located in school districts, colleges, and community organizations provide instruction and the opportunity to practice the skills necessary to meet the minimum passing score of **145**.

2020–21 School Year

Pursuant to Florida Department of Education (FDOE) [Emergency Order No. 2021-EO-02](#), outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2021 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so. Districts were also authorized to waive Biology 1, Geometry, and/or U.S. History EOC assessment requirements for Scholar diploma designation purposes for students expected to graduate in the spring of 2021.

2019–20 School Year

Pursuant to FDOE [Emergency Order No. 2020-EO-01](#), the spring administration of K–12 statewide assessments for the 2019–20 school year that were scheduled to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so.

Previous Scores Required for Graduation

Previous assessment requirements beginning with students originally scheduled to graduate in 2004 are as follows:

- Students who entered grade 9 in the 2000–01 school year through the 2008–09 school year and were originally scheduled to graduate between 2004 and 2013 were required to earn passing scores on grade 10 FCAT Reading and Mathematics assessments, or their equivalents.
- Students who entered grade 9 in the 2009–10 school year were required to earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 FCAT Mathematics, or their equivalents.
- Students who entered grade 9 in the 2010–11 school year through the 2012–13 school year were required to earn a passing score of **245** on the Grade 10 FCAT 2.0 Reading Assessment.
- Students who completed Algebra 1 or an equivalent course in the 2011–12 school year through the 2013–14 school year were required to earn a passing score of **399** on the NGSSS Algebra 1 EOC Assessment.
 - Note: Students who entered grade 9 in the 2010–11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the NGSSS Algebra 1 EOC Assessment. The results of the NGSSS Algebra 1 EOC Assessment must constitute 30% of these students’ final course grade, but there is not a passing requirement for this cohort of students.

Any student with these requirements may meet them by earning an alternate passing score (see Table 2) on the current graduation tests (FAST/B.E.S.T.), by taking the FSA Retakes (last administration is Spring 2024), or by earning a concordant or comparative score as described in Tables 3, 4, and 7, depending on student eligibility.

Table 7: Concordant Scores for Students Entering Grade 9 from 2000–01 to 2009–10

FCAT or FCAT 2.0 Reading	
Available for students who entered grade 9 in 2006–07 or earlier:	
SAT Critical Reading (administered prior to March 2016)	410
SAT EBRW/RW (administered after March 2016)	410
SAT Reading Subtest (administered March 2016 through December 2023)	22
ACT Reading	15
Available for students who entered grade 9 in 2007–08, 2008–09, or 2009–10:	
SAT Critical Reading (administered prior to March 2016)	420
SAT EBRW/RW (administered after March 2016)	420
SAT Reading Subtest (administered March 2016 through December 2023)	23
ACT Reading	18
FCAT Mathematics	
SAT Mathematics	340 ¹
ACT Mathematics	15

¹ A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in grade 9 if the score is dated March 2005–March 2016.

Table 8: FAST/B.E.S.T. Alternate Passing Scores for Students Entering Grade 9 from 2000–01 to 2009–10

Assessment	Graduation/Assessment Requirement	Alternate Passing Score	Score Scale
FAST Grade 10 ELA Reading	FCAT/FCAT 2.0	245	B.E.S.T.
B.E.S.T. Algebra 1	FCAT Mathematics/FCAT 2.0	390	B.E.S.T.
B.E.S.T. Geometry	FCAT 2.0	394	B.E.S.T.

Helpful Resources

- For a full schedule of all statewide assessments, see the [2023–2024 Statewide Assessment Schedule](#).
- An academic advisement flyer for students related to graduation requirements is available on the [Graduation Requirements](#) page.
- The [FL FAST Portal](#) provides information about the assessments currently administered and serves to provide valuable resources to students, parents/guardians, and educators.
- [CPALMS.org](#) is Florida’s official source for standards information and course descriptions and includes helpful resources for educators and students.

Change Log

Location	Change	Date
Table 1	Changed “Spring 2016–Spring 2022” to “Spring 2016–Fall 2022” under First Participation in Algebra 1 EOC.	11/16/23
Scholar Diploma Designation	Updated from 492 to 499 in this bullet: <ul style="list-style-type: none">Students who participated in the B.E.S.T. Geometry EOC prior to the adoption of the B.E.S.T. passing scores may use the provisional score (499) or alternate passing score on the new scale (401).	11/16/23
Table 1	Added footnote number 2 to address Students in the 2020–21 Grade 9 cohort	12/1/23
Throughout Document	Updated references from “FAST scale” to “B.E.S.T. scale”	12/1/23
Table 3 and Table 7	Updated end date to December 2023 for SAT Reading subtest scores due to changes in SAT reporting.	4/25/24