

STUDENT PROGRESSION PLAN

Public school students in the Volusia County School District shall progress from kindergarten through grade 12 according to the student progression plan adopted by the school board, based upon district goals and objectives which are compatible with the state's plan for education. The student progression plan shall establish a comprehensive program for student progression from grade to grade, and shall provide criteria for progression that reflect the student's proficiency in the Sunshine State Standards and established, specific levels of proficiency in reading, writing, science, and mathematics. The plan shall include the requirements to be met by students, and the school district's program for ensuring student progression, both through initial and remedial instruction, and through other support services. This policy sets out the District's plan to provide each student the opportunity to receive a complete education program, including language arts, mathematics, science, social studies, health, physical education, foreign languages, and the arts, as defined by the Sunshine State Standards. In implementing this plan, reading, writing, and mathematics skills will be integrated and reinforced across all subjects, including career awareness, career exploration, and career and technical education. The purpose of this plan is to establish the board's program to implement state legislative and local board student progression requirements.

It is the responsibility of the school board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Students must assume responsibility for learning, being at school and in class, and participate in instruction. Parents have the responsibility for their children's attendance and for promoting an interest in learning and ensuring their children's proper conduct while at school. Principals have the responsibility for maintaining required records and reports, while teachers are responsible for providing effective instruction and remediation and documenting instruction in and students' mastery of the Sunshine State Standards.

Each school must develop progress monitoring plan for each student who is not meeting proficiency levels for promotion in each grade and in each of the areas of reading, writing, science, and mathematics. Parents must be consulted in the development of progress monitoring plan. School personnel shall make all reasonable efforts to ensure that parents understand the importance of the progress monitoring plan and their participation in the process. The progress monitoring plan shall provide a specific and detailed prescription for remedying the student's deficiencies that addresses the student performance data that identified the student as needing remediation, the data on the diagnosis of the student's specific problems, and a specific action plan to remedy the deficiencies. The action plan to remedy the deficiencies shall identify specific scientifically validated remedial instructional strategies including the identification of who will be providing the instruction and the frequency of progress monitoring in order to determine if the intervention is successful or needs to be revised.

Legal Authority:

Sections 1001.41(2), 1001.42(22), Florida Statutes

Laws Implemented:

Sections 1003.33, 1003.41, 1003.415, 1003.42, 1008.25, Florida Statutes

History:

(Adopted -- August 5, 1977)

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(Effective Date -- July 24, 2007)

I.**STUDENT PROGRESSION
ELEMENTARY GRADES K-5****A. ENTRANCE TO SCHOOL**

All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years are required, except as provided for by law, to attend school regularly during the entire school year.

1. INITIAL ENTRY

- a. Any child who has attained the age of five years on or before September 1 of the current school year shall be eligible for admission to kindergarten any time during the school year.
- b. Any child who has attained the age of six years on or before September 1 and who has been enrolled in a public school, or who has attained the age of six years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a non-public school from which the district accepts credit, may be admitted to first grade.
- c. Any child who has attained the age of six on or before September 1 of the current school year shall be admitted to first grade at any time during the school year if the kindergarten requirement has been met.
- d. Evidence of date of birth, certification of a school entry health examination, and proof of immunization against preventable communicable diseases are required of all students upon initial entry into Florida Public Schools. Students who are identified as homeless who lack documentation should be enrolled in school immediately, with all requirements for initial entry provided within 30 school days.

2. ENTRY BY TRANSFER

A student who transfers to the Volusia County School District from another school system or from a home education program shall be allowed entry and grade placement in accordance with the following conditions:

a. ACCREDITED SCHOOLS: PUBLIC/NON-PUBLIC

All proof of work at another school offered for acceptance shall be based on an official transcript. Work from state or regionally accredited schools or institutions shall be accepted at face value. Work from non-public schools shall be accepted at face value if the school is listed in the Florida Educational Directory and is accredited by one of the agencies listed therein. All accepted records are subject to validation.

b. NON-ACCREDITED SCHOOLS/HOME EDUCATION

Work or evidence of achievement of a student transferring into the Volusia County School District from a non-accredited school, public or non-public, or a home education program shall be evaluated by the principal or designee. Students shall be required to validate their current course or grade placement through satisfactory completion of academic work in the Volusia County School District within a grading period. An achievement or subject-level test may be used to determine grade placement if deemed appropriate.

c. TRANSFER OF GRADES

Grades for a student who enrolls during the last 10 days of a grading period may be determined by the school district from which the student is transferring. If the transferring school district will not issue grades for the student, the receiving school principal may use appropriate assessment instruments to determine grades for the purpose of progression.

d. HEALTH CERTIFICATION/IMMUNIZATION

Certification of a school entry health examination and proof of immunization against preventable communicable diseases are required, of all students upon initial entry into Florida Public Schools. New students entering the district may have up to 30 days to present certification of immunization to the enrolling school. Students who are identified as homeless have 30 school days to provide all required documentation.

3. UNDERAGE ADMITTANCE FROM IN-STATE NON-PUBLIC SCHOOLS

There will be no underage admittance from in-state, non-public schools.

4. UNDERAGE ADMITTANCE FROM OUT-OF-STATE SCHOOLS

Admittance to kindergarten and first grade of out-of-state transfer students who do not meet Florida age requirements for school entry shall be in accordance with the State Board of Education Administrative Rule which states:

a. Any student who transfers from an out-of-state, public school shall be admitted upon presentation of the following data:

- (1) official documentation that a parent or guardian was a legal resident of the state in which the child was previously enrolled in school;
- (2) an official letter or transcript from a proper school authority which shows record of attendance, academic information, and grade placement of the student;
- (3) evidence of immunization against communicable diseases;

- (4) evidence of date of birth; and
 - (5) evidence of a medical examination completed within the last twelve months.
- b. Any student who transfers from an out-of-state, non-public school may be admitted if the student meets the age requirement for public schools in the state from which the student is transferring, and if the transfer of the student's academic credit is acceptable under rules of the Volusia County School District. Prior to admission, parents/guardians must provide the required data as stated above in subsection a, (1) through (5).

B. COMPREHENSIVE PROGRAM

1. The comprehensive program for elementary school grades in the Volusia County School District reflects state and local requirements for elementary education and is aligned with the Sunshine State Standards. The Sunshine State Standards are the basis for curriculum, instruction, and evaluation of student performance in the school district. All grades shall have a minimum of five instructional hours daily to include a ninety (90) minute uninterrupted reading block (daily minimum average for the week) and sixty (60) minutes per day for mathematics (daily minimum average for the week). The Elementary Curriculum Guide or curriculum maps, where available, for the Volusia County School District defines the expectations of students at each grade level.
2. The application of the student instructional day allocation of time must address at the appropriate level all curriculum areas as defined in the Elementary Curriculum Guide for the Volusia County School District and any other programs of study required by Florida law.
3. The comprehensive program for elementary school grades in the Volusia County School District shall include physical education classes staffed by certified physical education teachers. Students shall receive 150 minutes of physical education per week in grades K-5. This physical education requirement must be met with instructional personnel as defined in section 1012.01(2), Florida Statutes. The comprehensive program will reflect the following program outcomes.
 - a. Fitness education and assessment to help students to understand, improve, or maintain their physical well-being.
 - b. Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental and social or emotional development of every student.
 - c. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a life long healthy life style.
 - d. Opportunities to develop positive social and cooperative skills through physical activity participation.
 - e. Instruction in healthy eating habits and good nutrition.

4. For an excused absence a reasonable time will be allowed for the student to complete make-up work requirements for credit as set forth in individual school policy. Make-up work for unexcused absences shall be governed by the terms established in each individual school's policy, which may include the assessment of a letter grade penalty.

5. **LIMITED ENGLISH PROFICIENT STUDENTS**

All students will have equal access to the appropriate instructional programs. Students will not be restricted because of limited English proficiency.

6. **EXCEPTIONAL STUDENT EDUCATION PROGRAM**

A student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. However, the provision of differentiated education services in support of the general education curriculum shall not be considered as treating a student as an exceptional education student.

For additional information regarding approved programs of study for students served in exceptional student education, see Section IV of the Student Progression Plan and School Board Policy 303, Special Programs and Procedures.

7. **PARTICIPATION IN STATEWIDE ASSESSMENT PROGRAM**

- a. The school readiness uniform screening shall be administered to each kindergarten student upon entry into kindergarten. Children who enter school for the first time in first grade must be administered the school readiness uniform screening adopted for use in the first grade.
- b. All students are expected to participate in the statewide assessment program except for (1) students with an active Individual Education Plan (IEP) for whom alternative assessment has been identified on the IEP and (2) students who have received services in a program operated in accordance with an approved district limited English proficiency (LEP) program for two years or less, and who have been recommended for exemption by a majority of the students' LEP committee. In this instance, alternative assessments must be identified.

C. DISTRICT GRADE SCALE AND QUALITY POINT VALUE

1. **GRADING KEY**

The following grading system shall be used for kindergarten and grade level one.

- + Demonstrates Skills and Concepts Consistently
- √ Learning/Developing Skills and Concepts
- ∅ Area of Concern

2. The following grading system shall be used for grade level two for language arts, mathematics, science, social studies and reading.

Grade	Grade Range	Description
A	90-100	*Outstanding Progress *Consistently demonstrates in-depth understanding of concepts, processes, and skills
B	80-89	*Above Average Progress *Often demonstrates an understanding of major concepts, processes, and skills
C	70-79	*Average Progress (Mastery/Proficiency) *Demonstrates a developing understanding of major concepts, processes, and skills
D	60-69	*Lowest Acceptable Progress *Demonstrates a beginning understanding of major concepts, processes, and skills
U	0-59	*Non-completion of important components of tasks *Demonstrates little or no understanding of major concepts, processes, and skills
NG		*No grade assigned. Student is a recent transfer within the last 15 days of the grading period or a portion of the curriculum has been suspended for the student in order to provide state mandated intensive intervention in reading

3. GRADING/QUALITY POINT KEY

The following grade and quality point system shall be used in determining letter grades for grade levels three, four and five, and District honor roll for grade levels four and five. To average grades for honor roll determination, quality points will be assigned to each letter grade.

The following key is to be used:

Grade	Grade Range	Quality Points	Description
A	90-100	4	*Outstanding Progress *Completes all important components of tasks *Consistently demonstrates in-depth understanding of major concepts, processes, and skills

			*Frequently initiates strategies, interpretations, or extensions related to concepts
B	80-89	3	*Above Average Progress *Completed most important components of tasks *Often demonstrates an understanding of major concepts/processes, but may overlook/ misunderstand some ideas and skills
C	70-79	2	*Average Progress (Mastery/Proficiency) *Completes some important components of tasks *Demonstrates a developing understanding of major concepts, processes, and skills
D	60-69	1	*Lowest Acceptable Progress *Completes minimal important components of tasks *Demonstrates a beginning understanding of major concepts, processes, and skills
F	0-59	0	*Non-completion of important components of tasks *Demonstrates little or no understanding of major concepts, processes, and skills
NG			*No grade assigned. Student is a recent transfer within the last 15 days of the grading period or a portion of the curriculum has been suspended for the student in order to provide state mandated intensive intervention in reading

4. SUBJECT/GRADE IDENTIFICATION

The progress of students in grade levels kindergarten through five will be evaluated in each subject area as aligned to the Sunshine State Standards. The student is considered “below level” when working in textbooks and/or instructional materials written below the student’s grade placement. In these instances, “below level” must be documented on the report card. A student receiving a regular report can be graded on how the student is progressing even if marked “below level”.

Kindergarten and grade level one will use the Progress Indicators: “Demonstrates Consistently, Learning/Developing, Area of Concern,” for all subject areas.

Grade level two will use letter grades of A, B, C, D, U, for the subject areas of reading, language arts, science, social studies and mathematics. All other subject areas will use the Progress Indicators: “Demonstrates Consistently, Learning/Developing, Area of Concern.”

Grade levels three, four, and five will use letter grades of A, B, C, D, F for achievement and 1, 2, or 3 for effort in all subject areas. The effort grade shall be assigned based on the following numerical designation:

Effort is satisfactory	1
Effort needs improvement	2
Effort is unsatisfactory	3

Areas of Personal Development in Kindergarten will use the Progress Indicators:

“Demonstrates Consistently, Learning/Developing, Areas of Concern.” Grade levels one through five will use “S” for “Satisfactory” and “I” for “Improvement Needed.”

5. DISTRICT HONOR ROLL IDENTIFICATION

- a. District honor roll students will be identified in grades four and five using the following criteria:
 - handwriting is exempt from honor roll criteria;
 - no “below level” marked in reading or math;
 - an average of 3.0 or above quality points;
 - no more than one C;
 - no letter grade below C;
 - subject area effort grades of 1, except that one grade may be a 2; and
 - all personal development grades of S.
- b. Each school is encouraged to celebrate student achievement through a variety of school-based activities.

D. ASSESSMENT AND INTERVENTION

Each student must participate in the statewide assessment tests required by statute. The School Board shall allocate remedial and supplemental instruction resources to students in the following priority: (a) students who are deficient in reading by the end of grade 3; (b) students who fail to meet performance levels required for promotion consistent with the District School Board’s plan for student progression required in Section 1008.25(2)(b) F.S. Each student who does not meet district or state specific levels of performance in reading, writing, and mathematics for each grade level or who scores below level 3 in reading or math must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction as described in Section 3 as part of the progress monitoring plan. This shall include students who are identified as homeless.

1. The specific levels of performance are determined by:
 - a. The local district school board in reading, writing, science, and mathematics for each grade level; and
 - b. The state commissioner for statewide assessments at selected grade levels.

The teacher will identify as soon as possible, for the principal and parents/guardians, those students who are not making satisfactory progress toward appropriate grade level standards and specific levels of performance.

2. READING ASSESSMENTS

- a. Any student who exhibits a substantial deficiency in reading, based upon school district determined or statewide assessments regularly conducted for each student in kindergarten, grade 1, grade 2, or grade 3, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency.
- b. Where previous assessments have determined that a student has a substantial deficiency in reading, the student's reading proficiency must be reassessed by school district determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the deficiency is remedied.

3. PROGRESS MONITORING PLAN

- a. When required, the school in which the student is enrolled must develop, in consultation with the parent, and must implement progress monitoring plan designed to assist the student in meeting state and district expectations for proficiency in reading, writing, mathematics, and/or science.
- b. If the student is identified as having a deficiency in reading, K-12 comprehensive reading plan required by s. 1011.62(8) shall include instructional and support services to be provided to meet the desired levels of performance. Low performing students may be required to attend remediation programs held before or after regular school hours or during the summer if transportation is provided. Monitoring of student progress will occur no less than once every four and one-half weeks.
- c. The parent of any student who exhibits a substantial deficiency in reading must be immediately notified in writing of the following in terms understandable by the parent: (1) that his or her child has been identified as having a substantial deficiency in reading; (2) the exact nature of the child's difficulty in learning; (3) a description of the current services that are provided to the child; (4) a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency; (5) intensive reading instruction will be continued until the deficiency is corrected; (6) that the FCAT is not the sole determiner of promotion; (7) additional evaluations, portfolio

reviews, and assessments are available; (8) that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempted from retention for good cause; and (9) strategies for parents to use in helping their child succeed in reading proficiency. School personnel must use all available resources to achieve parent understanding and cooperation regarding the progress monitoring plan.

- d. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the progress monitoring plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment test in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until (1) the expectations are met, or (2) the student graduates from high school, or (3) the student is not subject to compulsory school attendance.
- e. Each school district shall conduct a review of progress monitoring plans for all students who did not score above a Level 1 on the reading portion of the FCAT and did not meet one of the good cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. Additional supports and services may include, but are not limited to, the interventions described on the Notification of Elementary Progress Monitoring Plan.
- f. Each school district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet the standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall:
 - (1) Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools. For non-Reading First schools, the assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 - (2) Be provided during regular school hours in addition to the regular reading instruction;
 - (3) Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
 - (a) Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.
 - (b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - (c) Provides scientifically based and reliable assessment.

- (d) Provides initial and ongoing analysis of each student's reading progress.
- (e) Is implemented during regular school hours.
- (f) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects as described in the Volusia County Curriculum Guides.

4. **LIMITED ENGLISH PROFICIENT STUDENTS**

Each student classified as limited English proficient is required to have an individualized LEP student plan which must include results of academic assessment and must also outline the instructional services to be provided. The LEP student plan may serve as the progress monitoring plan if it addresses the student's academic needs in reading, writing, science, and mathematics.

5. **STUDENTS WITH EXCEPTIONALITIES**

Each student identified as exceptional, is required to have an IEP, which must include results of academic assessment and must also outline the instructional services to be provided. With the exception of students identified as speech impaired only, the IEP will serve as the progress monitoring plan and address the student's academic and other identified needs.

For additional information regarding approved programs of study for students served in exceptional student education, see Section IV of the Student Progression Plan and School Board Policy 303, Special Programs and Procedures.

E. STUDENT PROGRESSION IN THE ELEMENTARY GRADES

1. **PROMOTION**

a. **Promotion to the Next Grade Level**

The teacher recommends promotion based on satisfactory achievement on the following: grade level Sunshine State Standards, districtwide assessments progress tests, classroom work, observations, tests, and other relevant achievement data. Student promotion is also based upon an evaluation of the student's acceptable progress toward grade level Sunshine State Standards and levels of performance on statewide assessments in reading, writing, science, and mathematics. The classroom teacher has the primary responsibility for determining each student's level of performance and ability to function academically at the next grade level, subject to review by the principal.

In such cases, when a promotion decision is made, the student's permanent record card and report card shall show "Promoted to Grade ____."

b. Promotion/Change of Grade Placement During the School Year

- (1) A decision for promotion during the year can be made by the principal(s), considering the recommendation of the classroom teacher, with the permission of the parent/guardian, when the required grade level standards and expectations have been met. A decision for a change of grade placement to a lower grade level during the school year can be made by the principal(s), considering the recommendation of the classroom teacher, with the permission of parent/guardian. The student's permanent record card and report card will reflect the promotion/change of grade placement. A conference with the parent/guardian must be offered prior to promotion/change of grade placement.
- (2) A decision for promotion during the year of a retained third grade student must be made where the student can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to the fourth grade. Such mid-year promotions should occur during the first semester of the academic year. Tools that the school may use in reevaluating the retained student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with the rules of the State Board of Education. Retained students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT.
 - (a) To be eligible for mid-year promotion, a student must demonstrate that he or she:
 - (i) is a successful and independent reader as demonstrated by reading at or above reading level;
 - (ii) has progressed sufficiently to master appropriate fourth grade reading skills; and
 - (iii) has met any requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.
 - (b) Standards that provide a reasonable expectation that the student has met the requirements of subparagraphs (1)(a)-(b) of state rule 6A-1.094222 include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is as follows:
 - (i) successful completion of portfolio elements that meet state criteria in subsection (c) of this rule: or
 - (ii) satisfactory performance on a locally selected standardized assessment as specified in subsection (d) of this rule.

- (c) To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery for fourth grade as specified in subsection (b) of this rule. The student portfolio must meet the following requirements:
 - (i) be selected by the student's teacher;
 - (ii) be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - (iii) include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately fifty (50) percent literary text and fifty (50) percent information text, and that are between 100-900 words with an average of 375 words. Such evidence could include chapter or unit tests from the district adopted core reading curriculum or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be two examples of mastery as demonstrated by a grade of a "C" or better; and
 - (iv) be signed by the teachers and the principal as an accurate assessment of the required reading skills.
- (d) To promote a student mid-year using a locally selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade.
- (e) The progress monitoring plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.

c. Promotion of the Exceptional Student

Determination of the appropriate progression of the student enrolled in Exceptional Student Education (ESE) will be based on acceptable progress toward the identified instructional objectives in compliance with the IEP. The exceptional education teacher and/or the general education teacher has the primary responsibility for determining each student's level of performance and ability to function academically at the next grade level, subject to review by the principal. For additional information regarding approved programs of study for students served in, exceptional student education, see Section IV of the Student Progression Plan and School Board Policy 303, Special Programs and Procedures.

2. RETENTION

A student in any elementary grade, who does not meet levels of performance on statewide assessments in reading, writing, science, and mathematics, as defined by the Commissioner of Education, and failing to meet satisfactory grade level Sunshine State Standards, districtwide assessments, progress tests, classroom work, observations, tests, district assessment and other relevant data may be retained with approval of the principal and with written notification to the parent/guardian. A student who is retained will not be promoted to the next grade level and must receive an intensive program that is different from the previous year's program and takes into account the student's learning style. School personnel must use all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

- a. An appropriate alternative placement must be provided for a student who has been retained two or more years. The alternative placement may include, but is not limited to, participation in Plus One, Math Fusion, variance to attend another school, or school choice.
- b. In all retention situations, there must be an academic improvement plan. A copy of the plan will be placed in the student's cumulative record folder. The student's permanent record card and report card shall show "Retained in Same Grade."
- c. Mandatory Grade 3 Retention (as required by F.S. 1008.23)
 - (1) If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained.
 - (2) Grade 3 students may only be exempt from mandatory retention for the following reasons:
 - (a) LEP students who have had less than two years of instruction in English for Speakers of Other Language (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 the 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. To promote a student using the grade 3 reading NRT portion of the FCAT as an alternative assessment for good cause exemption, the grade 3 student must score at or above the 45th percentile on the grade 3 reading NRT portion of the FCAT. To promote a student using the SAT 9 as the alternative assessment for good cause exemption, the student must score at or above the 51st percentile on the SAT 9. To promote a student using the SAT 10 as an alternative assessment for good cause exemption, the grade 3 student

- must score at or above the 45th percentile on the parallel form of the SAT 10.
- (d) Students, who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of Sunshine State Standards in reading equal to at least a Level 2 performance on FCAT.
 - (e) Students with disabilities who participate in the FCAT and who have an IEP or a Section 504 plan that reflects the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3 provided the application of federal law does not require otherwise.
 - (f) Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. Intensive remediation for students so promoted must include an altered instructional day based upon an academic plan that includes specialized diagnostic information and specific reading strategies for each student.
- (3) Requests for good cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:
- (a) Documentation shall be submitted from the student's teachers to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual education plan, if applicable, report card or student portfolio.
 - (b) The school principal shall review and discuss such 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 recommendations in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.
- (4) The parent of any third grade retained student shall be provided written notification that the child has not met the proficiency level required for promotion, and the reasons the child is not eligible for a good cause exemption. The notification must comply with the provisions of 1002.20(14), F.S.

- (5) All retained third grade students shall also have a complete student portfolio containing 5 examples of each identified FCAT reading benchmark of independent student work completed in the classroom to document proficiency before recommending assignment to grade 4 for good cause. Retained third grade students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade. In addition retained third grade students will be provided with intensive instructional services and supports to remediate identified areas of reading deficiency, including a minimum of ninety (90) minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include small group instruction, reduced teacher-student ratios, more frequent progress monitoring in the manner described by the Department of Education, tutoring or mentoring, transition classes containing third and fourth grade students, an extended school day, an extended school week, an extended school year, or summer reading camps. Each school district shall provide students who are retained under the provisions of paragraph 1008.25(5)(b) F.S., with a high performing teacher as determined by student performance data and above-satisfactory performance appraisals. In addition to required reading enhancement and acceleration strategies, parents of students who are to be retained will be provided with at least one of the following instructional options.
- (a) Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school.
 - (b) A "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading.
 - (c) A mentor or tutor with specialized reading training.
- (6) Retained grade 3 students who subsequently score at Level 1 on FCAT reading will be provided an intensive acceleration class. The focus of the intensive acceleration class will be to increase the students reading level at least two grade levels in one school year. This class is for a student who would be spending his third year in third grade. The intensive reading class will:
- (a) Be provided to any student in grade 3 who scores at Level 1 on the reading FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading FCAT;
 - (b) Have a reduced teacher-student ratio;

- (c) Provide uninterrupted reading instruction for the majority of student contact time each day.
 - (d) Incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas.
 - (e) Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
 - (f) Provide intensive language and vocabulary instruction using a scientifically research-based program including use of a speech language therapist. (This provision does not mandate the use of speech and language pathologist to be involved in designing the intensive accelerated class and through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiencies might best be addressed by a speech and language pathologist).
 - (g) Include weekly progress monitoring measures to ensure progress is being made.
- (7) Students who have been retained in grade 3 and who have received intensive instructional services but who are not ready for grade promotion, as determined by the principal, shall have the option of being placed in a transitional instructional setting. This setting will be specifically designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.
- (8) The district will report to the State Board of Education the specific intensive reading interventions and supports implemented at the school district level as required by 1008.25(7)(B)9, F.S.

3. ADMINISTRATIVE ASSIGNMENT

- a. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- b. The student may be administratively assigned if:
 - (1) It is determined that an ESE, ESOL or general education student exhibits an inability to complete identified standards and expectations, even with allowable modifications.
 - (2) A student may be administratively assigned where a preponderance of the data demonstrates that retention of the student will have a negative impact on the student's academic progress.

- c. The principal or principal's designee will conference with the student's parents/guardians and/or send written notification to the student's parents/guardians prior to the administrative assignment.
- d. Each student who is administratively assigned must have a revised progress monitoring plan, except those who have an IEP or LEP Plan.
- e. The principal makes the final decision on administrative assignment and the student's permanent record card and report card shall show "Administratively Assigned to the Next Grade Level."
- f. Information about administrative assignment for students receiving exceptional student education services can be found in Section IV of the Student Progression Plan and School Board Policy 303, Special Programs and Procedures.

F. VOLUSIA COUNTY SCHOOLS' CHARTER DISTRICT WAIVER PROCESS

In order for a school to make major curriculum or schedule changes, the district Charter Waiver process must be completed and approved by the School Board.

II.

**STUDENT PROGRESSION
MIDDLE GRADES 6 – 8**

A. ENTRANCE TO SCHOOL

1. All children who have attained the age of six years or who will have attained the age of six 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 are required, except as provided for by law, to attend school regularly during the entire school year.

2. **ENTRY BY TRANSFER**

A student who transfers to the Volusia County School District from another school system or from a home education program shall be allowed entry and grade placement in accordance with the following conditions:

- a. **ACCREDITED SCHOOLS: PUBLIC/NON-PUBLIC**

All proof of work at another school offered for acceptance shall be based on an official transcript. Work from state or regionally accredited schools or institutions shall be accepted at face value. Work from non-public schools shall be accepted at face value if the school is listed in the Florida Educational Directory and is accredited by one of the agencies listed therein. All accepted records are subject to validation.

- b. **NON-ACCREDITED SCHOOLS/HOME EDUCATION**

Work, or evidence of achievement of a student transferring into the Volusia County School District from a non-accredited school, public or non-public, or a home education program, shall be evaluated by the principal or his/her designee. Students shall be required to validate their current course or grade placement through satisfactory completion of academic work in the Volusia County School District within a grading period. An achievement or subject-level test may be used to determine grade placement if deemed appropriate.

- c. **TRANSFER OF GRADES**

Grades for a student who enrolls during the last 10 days of a grading period may be determined by the school district from which the student is transferring. If the transferring school district will not issue grades for the student, the receiving school principal may use appropriate assessment instruments to determine grades for the purpose of progression.

d. HEALTH CERTIFICATION/IMMUNIZATION

Certification of a school entry health examination and proof of immunization against preventable communicable diseases are required of all students upon initial entry into Florida public schools. New students entering the district may have up to 30 days to present certification of immunization to the enrolling school. Students who are identified as homeless who lack documentation should be enrolled in school immediately, with all requirements for initial entry provided within 30 school days.

B. REQUIRED PROGRAM OF STUDY

1. REQUIRED COURSES

The purpose of this section is to provide added focus and rigor to academics in the middle grades.

- a. Students who entered middle school as sixth graders during 2005-2006 or earlier are to be enrolled in the following courses at each grade level.

Language arts
Mathematics
Reading
Science
Social studies
Physical education
Band, chorus, or orchestra, or 1 elective/exploratory course

- b. Students who enter middle school as sixth graders during 2006-2007 and later are to be enrolled in the following courses at each grade level.

English
Mathematics
Social Studies
Science
*Reading
Physical Education
Band, Chorus, Orchestra, or an elective/exploratory course
**1 semester course in Career and Education Planning to be completed in grade 7 or grade 8

*Intensive reading is required for all FCAT reading level 1 students. Students scoring level 2 on FCAT reading will be placed in either an intensive reading course or a regular reading course. Students who earn FCAT reading levels 3, 4 or 5 will take one identified course as approved by the superintendent as their reading courses.

*Students required to re-take a core course may substitute the core course for an elective.

**Career and Education planning standards may be integrated in existing courses or offered as a separate course.

These courses will include the integration of critical thinking skills and computer literacy.

Grade 8 students who score at Level 4 or 5 on FCAT Reading in grade 7 may substitute a course in foreign language for the reading course at grade 8, provided the applicable class has space available. If the number of eligible students exceeds the space available in the applicable class(es), then students shall be selected in accordance with criteria approved by the Superintendent/designee.

Grade 8 students who are selected to participate in the AVID program and who score Level 3, 4 or 5 on FCAT Reading may substitute the AVID course for grade 8 reading.

A student who has not met minimum achievement levels on state assessment tests and for whom additional diagnostic assessments indicate a significant deficiency in reading will participate in intensive reading courses instead of enrolling in physical education or elective/exploratory courses for one or more grading periods. Parent/Guardian notification is required for enrollment in intensive reading.

A student who has not met minimum achievement levels on state assessment tests and for whom additional diagnostic assessments indicate a significant deficiency in mathematics may be eligible to participate in intensive mathematics courses instead of enrolling in physical education or exploratory courses for one or more grading periods. Parent/Guardian notification is required for enrollment in intensive mathematics.

- a. Students will be provided with access to enroll in middle grade courses available through the Florida Virtual School, and will be recognized as having successfully completed such courses, if students have fulfilled all requirements as specified in the Volusia County Florida Virtual School Guide.
 - b. Each school serving middle grade students, including charter schools, with fewer than 75 percent of its students reading at or above grade level in grade 6, grade 7, or grade 8 as measured by a student scoring at level 3 or above on the FCAT during the prior school year, must incorporate by October 1 a rigorous reading requirement for reading and language arts programs as the primary component of its school improvement plan.
 - c. The allocation of interventions and supplemental instruction resources for students shall occur for students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.
2. High school courses taken in middle school will be awarded credit upon successful completion. If a grade of B or higher is earned in the course, it cannot be repeated.
 3. The comprehensive program for middle school grades in the Volusia County School District shall include physical education classes staffed by certified physical education teachers. The comprehensive program will reflect the following program outcomes.

- a. Fitness education and assessment to help students to understand, improve, or maintain their physical well-being.
- b. Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental and social or emotional development of every student.
- c. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a life-long healthy life-style.
- d. Opportunities to develop positive social and cooperative skills through participation in physical activity.
- e. Instruction in healthy eating habits and good nutrition.

4. COMPREHENSIVE HEALTH EDUCATION

Comprehensive health education includes alcohol, tobacco and other drug prevention education, Acquired Immune Deficiency Syndrome (AIDS) and communicable disease prevention, human growth and development, and personal health and hygiene.

Health Education will include the following:

- a. Abstinence from sexual activity outside of marriage is the expected standard for all school-age children; and
- b. Abstinence from sexual activity is a way to avoid AIDS and other sexually communicable diseases.

5. END-OF-COURSE EXAMINATIONS

End-of-course examinations that cover the course performance standards as aligned with the Sunshine State Standards are required in all year-long courses in grades 6-8. The end-of-course examination grade will count as a major test grade in determining the student's grade for the last marking period.

The end-of-course examination will be given during a specific window of time during the last grading period as determined by the director of curriculum and program accountability. No student should be required to take more than two end-of-course examinations in one school day.

6. MAKE-UP WORK

For an excused absence, a reasonable time will be allowed for the student to complete make-up work requirements for credit as set forth in individual school policy. Make-up work for unexcused absences shall be governed by the terms established in each individual school's policy, which may include the assessment of a letter grade penalty.

7. LIMITED ENGLISH PROFICIENT STUDENTS

All students will have equal access to the appropriate instructional programs. Students will not be restricted because of limited English proficiency.

8. EXCEPTIONAL STUDENT EDUCATION PROGRAM

A student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. However, the provision of differentiated education services in support of the general education curriculum shall not be considered as treating a student as an exceptional education student.

For additional information regarding approved programs of study for students served in exceptional student education, see Section IV of the Student Progression Plan and School Board Policy 303, Special Programs and Procedures.

9. PARTICIPATION IN STATE-WIDE ASSESSMENT PROGRAM

All students are expected to participate in the state-wide assessment program except for (1) students with an active IEP for whom alternative assessment has been identified on the IEP; and (2) students who have received services in a program operated in accordance with an approved district LEP program for two years or less, and who have been recommended for exemption by a majority of the students' LEP committee. In this instance, alternative assessments must be identified.

C. DISTRICT GRADE SCALE AND QUALITY POINT VALUE

- Letter grades are a reflection of the student's level of academic achievement on the courses' performance standards as defined in the middle school curriculum guides/maps. The following grade scale shall be used to determine a letter grade and the following quality point system shall be used to determine grade point average and honor roll:

Grade	Grade Range	Quality Points	Description
A	90-100	4.0	Outstanding Progress
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress (Mastery/Proficiency)
D	60-69	1.0	Lowest Acceptable Progress
F	0-59	0.0	Failure
I			In progress/Improvement needed

- A letter grade average for a final course grade is determined by adding the equivalent quality points. The sum is divided by the number of letter grades represented. The average will then be converted to the equivalent letter grade according to the following table:

- A = 3.5 – 4.0
- B = 2.5 – 3.4
- C = 1.5 – 2.4
- D = 1.0 – 1.4
- F = below 1.0

3. The conduct grade shall be assigned on the basis of the following numerical designation:

Conduct is satisfactory	1
Conduct needs improvement	2
Conduct is unsatisfactory	3

4. Honor roll recognition shall be based on the following criteria:

- (a) an average of 3.0 or above quality points;
- (b) no more than one C;
- (c) no letter grade below C; and
- (d) all conduct grades of 1.

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

D. ASSESSMENT AND INTERVENTION

Each student must participate in the statewide assessment tests required by statute. Each student who does not meet district or state specific levels of performance must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need and shall be provided an academic improvement plan. This shall include students who are identified as homeless.

1. The specific levels of performance are determined by the following:

- a. The local district school board in reading, writing, science, and mathematics for each grade level; and
- b. The state commissioner for statewide assessments at selected grade levels. The teacher will identify, as soon as possible, for the principal and parents/guardians, those students who are not making satisfactory progress toward appropriate grade level standards and specific levels of performance.

2. **PROGRESS MONITORING PLAN**

- a. When required, the school in which the student is enrolled must develop, in consultation with the parent, and must implement a progress monitoring plan designed to assist the student in meeting state and district expectations for proficiency.

- b. If the student is identified as having a deficiency in reading, the progress monitoring plan shall identify the student's specific area of weakness in (1) phonemic awareness, (2) phonics, (3) fluency, (4) comprehension, and (5) vocabulary. The reading progress monitoring plan shall also identify the desired levels of performance in the student's specific areas of weakness and the instructional and support services to be provided to meet the desired levels of performance. District school boards shall assist schools and teachers to implement research-based activities that have been shown to be successful in teaching reading to low-performing students.
- c. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the progress monitoring plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the commissioner of education for the statewide assessment test in reading, writing, science, and mathematics must continue to be provided with interventions or supplemental instruction until (1) the expectations are met, or (2) the student graduates from high school, or (3) the student is not subject to compulsory school attendance.
- d. Students scoring level 2 on FCAT Reading will be placed in either an intensive reading course or a regular reading course.

Students scoring at level 1 or level 2 on FCAT Mathematics will receive diagnostic assessment and appropriate intervention and instruction the following year. Students will be placed in either an intensive math course or a content area course in which mathematics strategies are delivered.

Students scoring below level 3 on FCAT Reading or Mathematics may be required to attend remediation programs held before or after school hours or during the summer if transportation is provided.

3. LIMITED ENGLISH PROFICIENT STUDENTS

Each student classified as limited English proficient is required to have an individualized LEP student plan which must include results of academic assessment and must also outline the instructional services to be provided. The LEP student plan may serve as the progress monitoring plan if it addresses the student's academic needs in reading, writing, science, and mathematics.

4. STUDENTS WITH EXCEPTIONALITIES

Each student identified as exceptional, is required to have an IEP, which must include results of academic assessment and must also outline the instructional services to be provided. With the exception of students identified as speech impaired only, the IEP will serve as the progress monitoring plan and address the student's academic and other identified needs.

For additional information regarding approved programs of study for students served in exceptional student education, see Section IV of the Student Progression Plan and School Board Policy 303, Special Programs and Procedures.

E. STUDENT PROGRESSION IN THE MIDDLE GRADES**1. PROMOTION**

a. Satisfactory completion of course requirements is based on the following criteria:

- (1) The student has mastered 70 percent of the student performance standards as listed for the course in the appropriate middle school curriculum guide/map as aligned with the Sunshine State Standards. Acceptable progress toward these standards is to be measured by teacher observation and judgment, classroom assignments, and examinations (teacher-made or other locally-and/or state-developed test instruments).
- (2) The student has satisfactorily completed other course requirements through observation and judgment, classroom assignments, examinations (teacher-made or other locally-and/or state-developed test instruments), attendance, and other associated data.
- (3) The student has made acceptable progress toward the state-identified student performance standards as aligned with the Sunshine State Standards and in mathematics, reading, science, and writing as measured by statewide assessments.

b. Promotion to the Next Grade Level

For students who entered sixth grade during 2005-2006 or before, in order to be promoted from grade 6 to grade 7 to grade 8 to grade 9 a student must make acceptable progress in at least five courses per grade level to include mathematics and reading.

Beginning with students entering grade 6 during the 2006-2007 school year, in order to be promoted from grade 6 to grade 7 to grade 8, a student must make acceptable progress in at least five of seven courses per grade level to include at least three of the four core courses: English, mathematics, science and social studies.

In order to be promoted to grade 9, middle school students must successfully complete the following:

- 3 courses in English
- 3 courses in Mathematics
- 3 courses in Social Studies
- 3 courses in Science

c. Promotion/Change of Grade Placement During the School Year

A decision for promotion to the next grade during the year can be made by the principal(s), considering the recommendation of the classroom teachers with the permission of the parent/guardian when the performance standards have been met.

A decision for a change of grade placement to a lower grade during the school year can be made by the principal(s), considering the recommendation of the classroom teacher, with the permission of the parent/guardian. The student's permanent record card and report card will reflect the promotion/change of grade placement. A conference with the parent/guardian must be offered prior to promotion/change of grade placement.

d. Promotion of the Exceptional Student

Determination of the appropriate progression of the student enrolled in ESE will be based on acceptable progress toward the identified instructional objectives in compliance with the IEP. The exceptional student education teacher and/or the general education teacher has the primary responsibility for determining each student's level of performance and ability to function academically at the next grade level -- subject to review by the principal. (For additional information regarding approved programs of study for students served in exceptional student education, see Section IV of the Student Progression Plan and School Board Policy 303, Special Programs and Procedures.)

2. RETENTION

A student who does not meet the established criteria for promotion for his or her grade level will be retained.

- a. A student who is retained must receive an intensive program that is different from the previous year's program and takes into account the student's learning style.
- b. An appropriate alternative placement must be provided for a student who has been retained two or more years. In all retention situations, there must be progress monitoring plan. A copy of the plan will be placed in the student's cumulative folder. The student's permanent record card and report card shall show "Retained in the Same Grade."
- c. A parent/guardian shall be notified in writing of the student's retention.

3. ADMINISTRATIVE ASSIGNMENT

- a. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- b. A student may be administratively assigned as follows:
 - (1) It is determined that an ESE, ESOL, or general education student exhibits an inability to complete identified standards and expectations, even with allowable modifications.
 - (2) A preponderance of the data demonstrates that retention of the student will have a negative impact on the student's academic progress.

- c. Administrative assignment which exceeds one grade level during any one school year must be approved by the superintendent and/or superintendent's designee.
- d. The student's permanent record card and report card shall show "Administratively Assigned to the next grade level."
- e. The principal or principal's designee will conference with the student's parents/guardians and/or send written notification to the student's parents/guardians prior to the administrative assignment.
- f. All administratively assigned students must have a revised progress monitoring plan except those who have an IEP or LEP Plan.
- g. The principal makes the final decision regarding administrative assignment. The student's permanent record card and report card shall show "Administratively Assigned to the next grade level".

F. VOLUSIA COUNTY SCHOOLS' CHARTER DISTRICT WAIVER PROCESS

In order for a school to make major curriculum or schedule changes, the district Charter Waiver Process must be completed and approved by the School Board.

III.**STUDENT PROGRESSION
HIGH SCHOOL GRADES 9-12****A. ENTRANCE TO SCHOOL - TRANSFER OF CREDITS - INCOMING TRANSFERS - CREDITS/GRADE PLACEMENTS**

All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year or who are older than six years of age but who have not attained the age of 16 years, except as provided by law, are required to attend school regularly during the entire school year. A student who transfers to the Volusia County School District from another school system or from a home education program shall be allowed entry, grade placement, and credits leading to graduation in accordance with the following conditions:

1. ACCREDITED SCHOOLS: PUBLIC/NON-PUBLIC

All proof of work or credits earned at another school offered for acceptance shall be based on an official transcript. Work or credits from state or regionally accredited schools or institutions shall be accepted at face value. The following state accrediting agencies are recognized: National Council on Private School Accreditation (NCPSA) member agencies, the Florida Council on Independent Schools (FCIS), and the Florida Association of Christian Colleges and Schools (FACCS). All accepted records are subject to validation.

2. NON-ACCREDITED SCHOOLS/HOME EDUCATION

The procedure for the acceptance of transfer work and credit for students entering Volusia County Schools shall be as follows:

- a. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
- b. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) below.
- c. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- (1) Portfolio evaluation by the superintendent or designee;
- (2) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- (3) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- (4) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- (5) Demonstrated proficiencies on the FCAT; or
- (6) Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (c)(4) and (5) of this policy if required.

3. TRANSFER STUDENT GRADUATION REQUIREMENTS

A student transferring into the district may be permitted to graduate with fewer than the prescribed number of credits if the student has met all requirements of the school district or state from which he/she is transferring. This student, however, should meet as many Volusia district requirements as practical during the time period that the student is in attendance in the Volusia County School District. Requirements of the School District of Volusia County which cannot be met in the remaining time before the date of graduation shall be waived. This waiver excludes any courses required for graduation by the previous school district which have been failed by the student and any Volusia district or state of Florida testing requirements for graduation.

4. TRANSFER OF GRADES

Grades for a student who enrolls during the last 10 days of a grading period may be determined by the school district from which the student is transferring. If the transferring school district will not issue grades for the student, the receiving school principal may use appropriate assessment instruments to determine grades for the purpose of progression.

5. HEALTH CERTIFICATION/IMMUNIZATION

Certification of a school entry health examination and proof of immunization against preventable communicable diseases are required of all students upon initial entry into Florida public schools. New students entering the district may have up to 30 days to present certification of immunization to the enrolling school.

6. Credits earned through The Florida Virtual High School will be accepted at face value if students have fulfilled all requirements as specified in the Florida Virtual School Guide.

B. PROGRAM OF STUDY

1. INSTRUCTIONAL DAY

- a. Credits are based upon student work during instructional hours. Students participating in academic instructional activities away from the school site will be counted as being in school when the instructional activity is directly related to the instructional outcomes of an ongoing class or of any of the classes missed, and all classwork and homework are made up for any class missed.
- b. Early dismissal of school occurs only by specific action of the school board or as authorized by the superintendent or designee.

2. COURSE OF STUDY/CREDITS

a. COURSE DEFINED/TIME REQUIREMENT FOR AWARDING CREDIT

- (1) A course is a subject and/or combination of subjects which has student performance standards as defined in Florida Statutes. Applied, integrated, and combined courses that provide flexibility for students to enroll in courses that are creative and meet individual learning styles and student needs may be used. A student may not be awarded a credit if he/she has not been in attendance for instruction for a minimum of 135 hours (120 hours in schools with block scheduling) and/or he/she has not demonstrated acceptable progress on the student performance standards in the course of study as provided by rules of the district school board.
- (2) In summer school, one credit is a minimum of 135 hours of instruction in a designated course which contains student performance standards as specified in Florida Statutes unless the student has demonstrated acceptable progress on the student performance standards as provided by curriculum frameworks of the district school board.
- (3) One-half credit is awarded for acceptable completion of 67.5 hours and/or the student has demonstrated acceptable progress on the student performance standards as provided by curriculum frameworks of the district school board.
- (4) Course credit will be awarded on a semester basis (one-half credit).

b. MAKE-UP WORK REQUIREMENTS FOR ABSENCES

For an excused absence, a reasonable time will be allowed for the student to complete make-up work requirements for credit as set forth in individual school policy. Make-up work for unexcused absences shall be governed by the terms established in each individual school's policy, which may include the assessment of a letter grade penalty.

3. CREDIT FOR LEVEL 1 COURSES

Students may not be scheduled into Level 1 (one) courses without justification as evidenced by criteria documented on the “Progress Monitoring Plan” with signed approval by the principal, guidance counselor and a parent/guardian, or the student if 18 years of age or older. Failure to return a signed Progress Monitoring Plan will be interpreted as a “refusal” of services. If services are refused, a student may still be placed in a Level 1 course after further evaluation by school-based personnel. Such continued evaluation must include efforts to contact the student’s parent or guardian.

4. COURSE ELIGIBILITY

Any course used to meet subject area requirements for graduation must be designated as such in the Florida Course Code Directory or in the Volusia County Schools Dual-enrollment guide.

Any course listed in the district program of studies as appropriate for Grade 9 or above may fulfill an elective credit for graduation. Remedial and compensatory courses may only be counted as elective credit. Study hall and other courses identified as non-credit, adult basic education or GED preparation may not be so used to fulfill graduation requirements.

5. APPROVED PROGRAMS OF STUDY

a. STANDARD DIPLOMA GRAUATION REQUIREMENTS

For Students Who Entered Ninth Grade in 2004-2005 or 2005-2006

<u>Subject Area</u>	<u>24-Credit/ 4-year Traditional Program (Graduation Flag 13)</u>	<u>Superintendent's Diploma of Distinction</u>	<u>IB Curriculum (Graduation Flag 15)</u>	<u>18-Credit/ 3-year College Preparatory Program*** (Graduation Flag 18)</u>	<u>18-Credit/ 3-year Career Preparatory Program*** (Graduation Flag 19)</u>
English	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature	4 credits	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course	3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course	3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course
Science	3 credits in natural science; must include 1 credit in biology and 1 credit in physical science, chemistry, or physics	3 credits in natural science; must include 1 credit in biology and 1 credit in physical science, chemistry, or physics	3 credits	3 credits in natural science; two must have a laboratory component.	3 credits in natural science; two must have a laboratory component.

Social Studies	1 credit world history 1 credit American history ½ credit Economics ½ credit American Government	1 credit world history 1 credit American history ½ credit Economics ½ credit American Government	4 credits to include Theory of Knowledge	1 credit world history 1 credit American history ½ credit Economics ½ credit American Government	1 credit world history 1 credit American history ½ credit Economics ½ credit American Government
Foreign Language	Not required for high school graduation, but required for admission into state universities	Not required for high school graduation, but required for admission into state universities	3 credits	2 credits in the same language or demonstrated proficiency in a second language	Not required.
Practical Arts/ Performing Fine Arts	1 credit practical arts, career/technical education or exploratory career education OR 1 credit performing fine arts OR ½ credit in practical arts and ½ credit in performing fine arts	1 credit practical arts, career/technical education or exploratory career education OR 1 credit performing fine arts OR ½ credit in practical arts and ½ credit in performing fine arts	Not required	Not required	3 credits in single vocational/career education program OR 3 credits in single career/technical certificate dual enrollment OR 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical program)
Life Management Skills	.5 credit	.5 credit	Not required	Not required	Not required
Physical Education	1 credit, including .5 credit personal fitness and .5 credit physical education	1 credit, including .5 credit personal fitness and .5 credit physical education	Not required	Not required	Not required
Electives	8.5 credits	8.5 credits	8 credits in electives or additional school program requirements	3 credits (must meet state university admission requirements)	2 credits unless 5 credits in career/technical education earned
Other		Complete 100 hours of community service. Participate in ACT or SAT during Junior and Senior years. The second year test may be waived with an appropriate SAT or ACT score as determined by the Directors of K-12 Curriculum and Program Accountability.	1 credit in additional content area requirement. Complete 150 hours of Community Action Service. Submit and acceptable Extended Essay. Sit for required examinations in six subjects.**		
Total	24 credits	24 credits*	26 credits	18 credits****	18 credits
State Assessment Requirements	Earn a passing score on the reading and math Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the reading and math Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the reading and math Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the reading and math Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)

Grade Point Average	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale and earn a weighted grade that earns 3.0 point or its equivalent in each of the Advanced Placement courses.	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.5 on a 4.0 scale in the courses required for the college prep program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.	Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career prep program and earn a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits.
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*Students must successfully complete four (4) Advanced Placement courses to include at least two (2) subject areas and score 3 or higher on at least three (3) Advanced Placement exams.

**In order to earn an IB diploma the student must pass at least three (3) high-level exams and three (3) subsidiary-level exams.

***To select a 3-year graduation program a student must have achieved at least an FCAT reading achievement level 3, an FCAT mathematics achievement level 3, and an FCAT writing score of 3 on the most recent assessments taken by the student. A student must select a graduation program prior to the end of ninth grade. If at the end of grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the requirements the student is not meeting, the specific performance necessary in grade 11 and the right of the student to change to the four-year program. The student will automatically be changed to the four-year program if the student exercises his or her right to change to the four-year program; fails to earn five credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10; does not achieve a score of 3 or higher on the grade 10 FCAT writing assessment; or by the end of grade 11 does not meet the requirements of the 3-year graduation option.

****All courses earned toward the 18-credit/3-year College Prep Program must satisfy admission requirements for the state university system. At least 6 of the 18 credits must be in classes that are honors, dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

For Students Who Entered Ninth Grade in 2006-2007 School Year

<u>Subject Area</u>	<u>24-Credit/ 4-year Traditional Program (Graduation Flag 13)</u>	<u>Superintendent's Diploma of Distinction</u>	<u>IB Curriculum (Graduation Flag 15)</u>	<u>18-Credit/ 3-year College Preparatory Program*** (Graduation Flag 18)</u>	<u>18-Credit/ 3-year Career Preparatory Program*** (Graduation Flag 19)</u>
English	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature	4 credits	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature

Mathematics	3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course	3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course	3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course
Science	3 credits in natural science; must include 1 credit in biology and 1 credit in physical science, chemistry, or physics	3 credits in natural science; must include 1 credit in biology and 1 credit in physical science, chemistry, or physics	3 credits	3 credits in natural science; two must have a laboratory component.	3 credits in natural science; two must have a laboratory component.
Social Studies	1 credit world history 1 credit American history ½ credit Economics ½ credit American Government	1 credit world history 1 credit American history ½ credit Economics ½ credit American Government	4 credits to include Theory of Knowledge	1 credit world history 1 credit American history ½ credit Economics ½ credit American Government	1 credit world history 1 credit American history ½ credit Economics ½ credit American Government
Foreign Language	Not required for high school graduation, but required for admission into state universities	Not required for high school graduation, but required for admission into state universities	3 credits	2 credits in the same language or demonstrated proficiency in a second language	Not required.
Practical Arts/ Performing Fine Arts	1 credit practical arts, career/technical education or exploratory career education OR 1 credit performing fine arts OR ½ credit in practical arts and ½ credit in performing fine arts	1 credit practical arts, career/technical education or exploratory career education OR 1 credit performing fine arts OR ½ credit in practical arts and ½ credit in performing fine arts	Not required	Not required	3 credits in single vocational/career education program OR 3 credits in single career/technical certificate dual enrollment OR 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical program)

Life Management Skills	.5 credit	.5 credit	Not required	Not required	Not required
Physical Education	1 credit, including .5 credit personal fitness and .5 credit physical education	1 credit, including .5 credit personal fitness and .5 credit physical education	Not required	Not required	Not required
Electives	8.5 credits	8.5 credits	8 credits in electives or additional school program requirements	3 credits (must meet state university admission requirements)	2 credits unless 5 credits in career/technical education earned
Other		Complete 100 hours of community service. Participate in ACT or SAT during Junior and Senior years. The second year test may be waived with an appropriate SAT or ACT score as determined by the Directors of K-12 Curriculum and Program Accountability.	1 credit in additional content area requirement. Complete 150 hours of Community Action Service. Submit and acceptable Extended Essay. Sit for required examinations in six subjects.**		
Total	24 credits	24 credits*	26 credits	18 credits****	18 credits
State Assessment Requirements	Earn a passing score on the reading, math, and writing Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the reading, math, and writing Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the reading, math, and writing Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the reading, math, and writing Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the reading, math, and writing Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)
Grade Point Average	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale and earn a weighted grade that earns 3.0 point or its equivalent in each of the Advanced Placement courses.	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.5 on a 4.0 scale in the courses required for the college prep program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.	Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career prep program and earn a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits.

*Students must successfully complete four (4) Advanced Placement courses to include at least two (2) subject areas and score 3 or higher on at least three (3) Advanced Placement exams.

**In order earn an IB Diploma the student must pass at least three (3) high-level exams and three (3) subsidiary-level exams.

***To select a 3-year graduation program, a student must have achieved at least an FCAT reading achievement level 3, an FCAT mathematics achievement level 3, and an FCAT writing score of 3 on the most recent assessments taken by the student. A student must select a graduation program prior to the end of ninth grade. If at the end of grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the requirements the student is not meeting, the specific performance necessary in grade 11 and the right of the student to change to the four-year program. The student will automatically be changed to the four-year program if the student exercises his or her right to change to the four-year program; fails to earn five credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10; does not achieve a score of 3 or higher on the grade 10 FCAT writing assessment; or by the end of grade 11 does not meet the requirements of the 3-year graduation option.

****All courses earned toward the 18-credit/3-year College Prep Program must satisfy admission requirements for the state university system. At least 6 of the 18 credits must be in classes that are dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

For Students Who Entered Ninth Grade in 2007-2008 School Year

<u>Subject Area</u>	<u>24-Credit/ 4-year Traditional Program (Grad Flag TBD)</u>	<u>Superintendent's Diploma of Distinction</u>	<u>IB Curriculum (Graduation Flag 15)</u>	<u>18-Credit/ 3-year College Preparatory Program*** (Grad Flag TBD)</u>	<u>18-Credit/ 3-year Career Preparatory Program*** (Grad Flag TBD)</u>
English	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature	4 credits	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course	4 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course	3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course
Science	3 credits in natural science; must include 1 credit in biology and 1 credit in physical science, chemistry, or physics	3 credits in natural science; must include 1 credit in biology and 1 credit in physical science, chemistry, or physics	3 credits	3 credits in natural science; two must have a laboratory component.	3 credits in natural science; two must have a laboratory component.
Social Studies	1 credit world history 1 credit American history ½ credit Economics ½ credit American Government	1 credit world history 1 credit American history ½ credit Economics ½ credit American Government	4 credits to include Theory of Knowledge	1 credit world history 1 credit American history ½ credit Economics ½ credit American Government	1 credit world history 1 credit American history ½ credit Economics ½ credit American Government

Foreign Language	Not required for high school graduation, but required for admission into state universities	Not required for high school graduation, but required for admission into state universities	3 credits	2 credits in the same language or demonstrated proficiency in a second language	Not required.
Fine or Performing Arts	1 credit	1 credit	Not required	Not required	Not required
Practical Arts	Not required	Not required	Not required	Not required	3 credits in single vocational/career education program OR 3 credits in single career/technical certificate dual enrollment OR 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical program)
Physical Education	1 credit in physical education to include the integration of health	1 credit in physical education to include the integration of health	Not required	Not required	Not required
Electives	8 credits, of which: <ul style="list-style-type: none"> • 4 credits in a major area of interest • 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses 	8 credits, of which: <ul style="list-style-type: none"> • 4 credits in a major area of interest • 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses 	8 credits in electives or additional school program requirements	3 credits (must meet state university admission requirements)	2 credits unless 5 credits in career/technical education earned
Other		Complete 100 hours of community service. Participate in ACT or SAT during Junior and Senior years. The second year test may be waived with an appropriate SAT or ACT score as determined by the Directors of K-12 Curriculum and Program Accountability.	1 credit in additional content area requirement. Complete 150 hours of Community Action Service. Submit and acceptable Extended Essay. Sit for required examinations in six subjects.**		
Total	24 credits	24 credits*	26 credits	18 credits****	18 credits

State Assessment Requirements	Earn a passing score on the reading, math, and writing Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the reading, math, and writing Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the reading, math, and writing Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the reading, math, and writing Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the reading, math, and writing Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)
Grade Point Average	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale and earn a weighted grade that earns 3.0 point or its equivalent in each of the Advanced Placement courses.	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.5 on a 4.0 scale in the courses required for the college prep program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.	Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career prep program and earn a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits.

*Students must successfully complete four (4) Advanced Placement courses to include at least two (2) subject areas and score 3 or higher on at least three (3) Advanced Placement exams.

**In order to earn an IB Diploma the student must pass at least three high-level examinations and three subsidiary-level examinations.

***To select a 3-year graduation program, a student must have achieved at least an FCAT reading achievement level 3, an FCAT mathematics achievement level 3, and an FCAT writing score of 3 on the most recent assessments taken by the student. A student must select a graduation program prior to the end of ninth grade. If at the end of grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the requirements the student is not meeting, the specific performance necessary in grade 11 and the right of the student to change to the four-year program. The student will automatically be changed to the four-year program if the student exercises his or her right to change to the four-year program; fails to earn five credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10; does not achieve a score of 3 or higher on the grade 10 FCAT writing assessment; or by the end of grade 11 does not meet the requirements of the 3-year graduation option.

****All courses earned toward the 18-credit/3-year College Prep Program must satisfy admission requirements for the state university system. At least 6 of the 18 credits must be in classes that are dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

- b. Students who enter grade 9 beginning with the 2001-2002 school year will be required to successfully complete one credit in biology; one credit in physical science, chemistry, or physics; and one science elective prior to graduation.

**International Baccalaureate applies only to DeLand High School and Spruce Creek High School. All IB students will have met graduation requirements with the successful completion of the IB curriculum including the Extended Essay, the CAS (Community Action Service) project, and sitting for required examinations in six subject areas.

***One mathematics credit must be in Algebra I, in a series of courses equivalent to Algebra I, or in a higher-level mathematics course.

****For students entering ninth grade before 2004-2005, the Social studies credits must include 2 credits in World History, 1 credit in American History, ½ credit in Economics and ½ credit in American Government. 1 credit in AP American History may be substituted for 1 credit World History. Beginning with students entering ninth grade in 2004-2005 and after, students will be required to complete 3 credits in social studies to include one credit in World History, 1 credit in American History, ½ credit Economics and ½ credit in American Government. One additional credit in electives will be required (for a total of 8.5 elective credits).

*****Social studies credits must include 1 credit in World History, 1 credit in American History, ½ credit in Economics and ½ credit in American Government.

*****Any student who selected an accelerated graduation program and submitted a signed parental consent before July 1, 2004, may continue that program, and all statutory program requirements that were applicable when the student made the program choice. To select a 3-year graduation program, a student must have achieved at least an FCAT reading achievement level 3, an FCAT mathematics achievement level 3, and an FCAT writing score of 3 on the most recent assessments taken by the student. A student must select a graduation program prior to the end of ninth grade. If, at the end of grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the requirements the student is not meeting, the specific performance necessary in grade 11 and the right of the student to change to the four-year program. The student will automatically be changed to the four-year program if the student exercises his or her right to change to the four-year program; fails to earn five credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10; does not achieve a score of 3 or higher on the grade 10 FCAT writing assessment; or by the end of grade 11 does not meet the requirements of the 3-year graduation option.

#Students entering ninth grade in 2007-2008 and after will be required to earn 4 credits in mathematics, one of which must be in Algebra I or its equivalent or higher.

##Students entering ninth grade in 2007-2008 and after will be required to earn 1 credit in fine arts.

###Students entering ninth grade in 2007-2008 and after will be required to earn 1 credit in physical education and health.

####Students entering ninth grade in 2007-2008 and after will be required to earn 4 credits in a major area of interest selected by the student as a part of the personalized academic and career plan and 4 credits in a minor or elective class.

- b. Effective for students entering the 9th grade in school year 2001-2002 and after, credit for high school math (Algebra Ia and above) and foreign language courses successfully completed with a grade of "C" or above in middle school will be held in escrow. Students will have the option of having their math credits awarded after earning three credits in math during grades 9-12. Students will have the option of having their foreign language credits awarded after earning two credits in the same foreign language during grades 9-12.
- c. A student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. However, the provision of differentiated education services in support of the general education curriculum shall not be considered as treating a student as an exceptional education student.

For additional information regarding approved programs of study for students served in exceptional student education, see Section IV of the Student Progression Plan and School Board Policy 303, Special Programs and Procedures.

6. HEALTH EDUCATION AND ALCOHOL AND SUBSTANCE ABUSE REQUIREMENT AND PHYSICAL EDUCATION REQUIREMENT

The minimum number of instructional hours each year in health education and alcohol and substance abuse prevention is 75 hours for Grades 9 and 10, and a minimum of 10 hours in Grades 11 and/or 12. The Life Management Skills course and the Personal Fitness course will satisfy this requirement in Grades 9 and 10. The physical education course and the personal fitness course shall be designed to provide the appropriate outcomes for a high school comprehensive physical education program.

7. BASIC EDUCATION COURSE SUBSTITUTIONS AND WAIVERS

- a. Upon completion of the JROTC Aerospace Science program, including Aerospace Science II and III, students may substitute, on a curriculum equivalency basis, one JROTC credit for Physical Science (2003310) to satisfy one of the science requirements needed for graduation.
- b. Upon completion of the JROTC Naval Science program, including Naval Science I, II, and III, students may substitute on a curriculum equivalency basis, one JROTC credit for Physical Science (2003310) to satisfy one of the science requirements needed for graduation.
- c. Personal Fitness/Physical Education, courses required for graduation, may be waived by active participation in an interscholastic sport for two entire seasons, passing a state personal fitness competency test, and the submission of a complete and accurate "Personal Fitness Waiver Form" to appropriate school-based personnel. If a student satisfies the personal fitness/physical education requirement through the interscholastic sports option, he or she must substitute an elective credit for the

personal fitness/physical education credit, since no credit may be granted for participation in an interscholastic extracurricular sport.

- d. Completion of one semester with a grade of “C” or better in a marching band class or in a physical activity course that requires participation in marching band activities as an extracurricular activity or in a Reserve Officer Training Corps (ROTC) class, a significant component of which is drills shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

8. STUDENT ENGAGED TIME REQUIREMENT

A student is required to be engaged in an approved program during the number of instructional periods offered at the school of attendance. In the event the student has attended four years starting at the ninth grade and needs additional credit for graduation, the student may be scheduled only for those courses (number of periods) needed for graduation.

A student who is participating in an approved drop-out prevention program may only be required to attend the instructional periods offered in that program. The program must be approved by the deputy superintendent for instructional services and the area superintendent.

9. CAREER AND TECHNICAL EDUCATION WORK EXPERIENCE AVAILABLE TO DESIGNATED ALTERNATIVE EDUCATION STUDENTS

Designated students in Grades 10-12 identified as dropout prevention students are eligible for the Career and Technical Education Work Experience Program.

10. CREDIT FOR CAREER AND TECHNICAL EDUCATION

- a. A career and technical education course or program may substitute for up to two credits in mathematics, English, or science. Additional information about graduation requirements are in the Course Code Directory and Instructional Personnel Assignments, published by the Florida Department of Education.
- b. For the purpose of the gold seal scholarship, the dual-enrolled Patient Care Assisting Program, when combined with introduction to Allied Health and Medical Terminology, will meet the three-credit requirement for program completion.
- c. For purposes of this gold seal scholarship, college articulated courses deemed equivalent in the “Memorandum of Understanding” with Daytona Beach Community College may substitute for the secondary articulation course equivalent in the Vocational Program area. Articulated dual-enrollment courses may be used to meet the three-credit requirement for program completion for gold seal scholarship.
- d. No student shall be granted credit toward high school graduation for enrollment in the following courses or programs:

- (1) More than one credit in exploratory career and technical education courses.
- (2) More than three credits in practical arts, family and consumer science.
- (3) Study hall or other non-credit courses.
- (4) More than a total of nine elective credits in remedial programs.
- (5) Any level 1 course unless the student's assessment indicates a more rigorous course would be inappropriate, in which case Progress Monitoring Plan must be completed.

C. PROMOTION

1. GENERAL

Promotion is based on mastery/proficiency of the performance standards and number of credits earned.

2. PROMOTION FROM GRADE LEVEL TO GRADE LEVEL

a. Promotion from grade level to grade level is based on the following table:

From Grade 9 to 10	5 credits
From Grade 10 to 11	11 credits
From Grade 11 to 12	17 credits

b. A student who has been retained or has an approved early graduation plan and who has acquired the required number of credits to be promoted at the end of the appropriate grading period may be re-classified at that time. Students who have selected one of the 18 credit diploma options may be moved to senior status in January of their third year in high school if they are on track to graduate.

3. SATISFACTORY COURSE COMPLETION

a. SATISFACTORY COURSE COMPLETION CRITERIA

Meeting the minimum state and district standards does not automatically result in earning credit for the course. Satisfactory course completion is based upon an evaluation of each student's achievement of appropriate instructional objectives. The teacher determines when a course has been completed satisfactorily based on the following: progress tests, classroom assignments, daily observation, standardized test scores, state assessment, attendance, and other associated data.

Satisfactory course completion is based on the student meeting the following specific performance-based criteria:

- (1) Demonstrate acceptable progress toward the state identified student performance standards as aligned with the Sunshine State Standards for each course used to satisfy graduation requirements. Teacher observation of student products indicating knowledge, teacher tests, and other teacher-devised means can be used to determine student progress.
- (2) Demonstrate acceptable progress on the uniform performance standards as aligned with the Sunshine State Standards in each course as determined by teacher assessment as described in paragraph 3.a.(1).
- (3) Pass each course based on the district-adopted grade scale.
- (4) Maintain attendance as prescribed by school board policy.

b. END OF COURSE EXAMINATIONS

End of course examination which covers the course performance standards as aligned with the Sunshine State Standards is required in all subject areas, grades 9-12. The end of course examination grade will count as a major test grade in determining the student's grade for the last marking period.

The end of course examination will be given during a specific window of time during the last grading period as determined by the Director of Curriculum and Program Accountability. No student should be required to take more than two end-of-course examinations in one school day.

c. TEACHER'S AUTHORITY TO PASS OR FAIL

- (1) A teacher may pass a student without regard to the final semester average if a student's effort and overall performance warrant it.
- (2) Conversely, if a student has achieved a passing average and then refuses to meet the teacher's requirements with respect to continued effort throughout the course, the teacher must notify and confer with the parent/guardian concerning the student's refusal to exert effort. If this does not result in the student meeting the teacher's requirements, the teacher may issue a failing grade with the concurrence of the principal without regard to the student's grade point average in the course.

4. DISTRICT GRADE SCALE AND QUALITY POINT VALUE

- a. The following grade scale shall be used to determine a letter grade and the following quality point system shall be used to determine grade point average for honor rolls, rank in class, and honor graduates. Letter grades are a reflection of the student's level of academic achievement on the course's performance standards.

Grade	Grade Range	Quality Points	Description
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress (Mastery/Proficiency)
D*	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
I			In progress

* This does not apply to courses/schools using an A, B, C, I grading scale.

- (1) To determine a grade point average, the total number of equivalent quality points are added; then, the sum is divided by the number of letter grades represented. Note that weighted courses have been awarded additional quality points due to their academic rigor.
- (2) Advanced Placement (AP) and International Baccalaureate (IB) courses shall carry an additional 1.0 quality point value for computing cumulative weighted grade point average earned from A to D. Pre-International Baccalaureate and selected honors courses, as designated by the superintendent or designee, shall carry an additional .5 quality point value for computing cumulative weighted grade point average earned from A to D.
- (3) All courses receiving weighted credit in Volusia County Schools will also receive weighted credit if offered as a dual enrollment course. A list of the courses receiving additional weighting will be included in the Dual-enrollment guide.
- (4) Courses transferred from other schools or programs will be weighted based on the quality point values outlines in (2) and (3) above.

b. The conduct grade shall be assigned on the basis of the following numerical designation:

Conduct is satisfactory	1
Conduct needs improvement	2
Conduct is unsatisfactory	3

c. For the purpose of establishing an honor roll for a grading period, the following criteria must be met:

- (1) a weighted 3.0 grade point average or higher;
- (2) all letter grades C or above; and
- (3) all conduct grades 1.

5. ADDITIONAL GRADUATION REQUIREMENTS FOR A STANDARD HIGH SCHOOL DIPLOMA (EARNED IN GRADES 9-12)

To receive a standard high school diploma a student must:

- a. Successfully complete all high school credit requirements; and
 - (1) 18 credit college preparatory option requires a weighted or unweighted grade equivalent to 3.0 quality points to earn course credit toward the 18 credits required.
 - (2) 18 credit career preparatory option requires a weighted or unweighted grade equivalent to 2.0 quality points to earn course credit towards the 18 credits required.
- b. Demonstrate mastery/proficiency by attaining the FCAT score determined by the Department of Education.

A concordant standardized test score determined by the State Board of Education may be used as an alternate assessment. Students must take the Grade 10 FCAT a total of three times without earning a passing score in order to use the scores on the alternate assessment. This requirement shall not apply to a student who transferred into the Florida public school system in the twelfth grade.

A dependent child of a member of the U.S. Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for a standard high school diploma.

A student must meet the testing requirements for high school graduation which were in effect at the time the student entered ninth grade, provided the student enrollment is continuous.

- c. Beginning with the students who enter ninth grade during the 1999-2000 school year, students must earn a passing score, as determined by the Department of Education, in reading, and mathematics on the grade 10 Florida Comprehensive Assessment Test. Students who enter ninth grade during the 2006-2007 school year and after must also earn a passing score, as determined by the Department of Education, in writing on the grade 10 Florida Comprehensive Assessment Test.

All students are expected to participate in the statewide assessment program except for:

- (1) students with an active IEP for whom alternative assessment has been identified on the IEP, and

- (2) students who have received services in a program operated in accordance with an approved district LEP program for two years or less, and who have been recommended for exception by a majority of the student's LEP committee. In this instance, alternative assessments must be identified.
- d. Students who entered ninth grade during the 1997-98 through 1999-2000 school years, a cumulative unweighted grade point average (GPA) of 2.0 is required on course work used to satisfy graduation requirements.

For students entering ninth grade in 2000-2001 and after, a cumulative unweighted grade point average (GPA) of 2.0 is required on all courses except those replaced according to the district forgiveness policy.

- e. 18 credit college preparatory and career preparatory options require that a student achieve a cumulative weighted grade point average of 3.0 in the courses required. Beginning with students entering ninth grade in 2006-2007 and after, students in the 18 credit college preparatory option must achieve a cumulative weighted grade point average of 3.5 in the courses required.
- f. Maintain attendance as prescribed by School Board Policy 206.

6. REQUIREMENTS FOR AN HONORS DESIGNATION

Honors Designation will be awarded to students who qualify based on the following criteria:

- a. have obtained a minimum of 28 credits in Grades 9-12,
- b. have a final weighted 3.0 or above cumulative grade point average,
- c. have a minimum of seven credits in honors or higher courses including three credits in Advanced Placement or International Baccalaureate or Identified Dual-enrollment courses in Grades 9-12, and
- d. have completed a minimum of a .5 credit course in Executive Internship, or Exploratory Teaching, or 60 hours of documented community service as defined by the superintendent or designee. Beginning with students entering 9th grade in school year 2000-2001, the community service requirement shall be increased to 75 hours.
- e. Students must complete 19 credits in college preparatory courses as listed in the *Counseling for Future Education Handbook*.

7. SUPERINTENDENT'S DIPLOMA OF DISTINCTION

Beginning with the 2005-2006 school year, students who apply for and successfully complete the Superintendent's Diploma of Distinction program shall be eligible for a differentiated diploma. The Superintendent's Diploma of Distinction will be awarded based on the following criteria:

- a. In addition to meeting all requirements for a standard diploma, students must successfully complete four (4) Advanced Placement courses to include at least two (2) subject areas and score 3 or higher on at least three (3) Advanced Placement exams.
- b. Maintain a 3.0 or higher cumulative weighted grade point average and a 3.0 weighted grade point average in Advanced Placement courses.
- c. Complete 100 hours of community service.
- d. Participate in ACT or SAT during Junior and Senior years. The second year test may be waived with an appropriate SAT or ACT score as determined by the Director of K-12 Curriculum and Program Accountability.

8. REQUIREMENTS FOR CERTIFICATES OF COMPLETION

- a. A Certificate of Completion will be awarded to a student who meets all the requirements of a standard high school diploma established by the school board but does not pass the applicable statewide assessment or who is otherwise eligible under F.S. 1003.43. Any student who meets the requirement for a Certificate of Completion may elect to remain in the secondary school for up to one additional year and receive special instruction designed to remedy the student's identified deficiencies. A student receiving a Certificate of Completion may participate in graduation ceremonies.
- b. A Certificate of Completion, making the student eligible to take the College Placement Test (CPT) and able to qualify to take community college courses, will be awarded to students who meet the credit requirements for a standard high school diploma and maintain a 2.0 cumulative grade point average.
- c. Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FCAT or the alternate assessment.

9. REQUIREMENTS FOR A SPECIAL DIPLOMA OR SPECIAL CERTIFICATE OF COMPLETION

A special diploma or special certificate of completion may be issued to Exceptional Student Education (ESE) students in programs identified in State Board Administrative Rules. Any such student shall, upon proper request, be given the opportunity to meet the requirements for a standard diploma or certificate of completion. See graduation requirements for exceptional students in Section IV.

10. REQUIREMENTS FOR THE FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

- a. The Bright Futures Scholarship Program is the umbrella program for all state-funded scholarships based on academic achievement in high school. The program includes the Florida Academic Scholars Award, the Florida Merit Scholars Award, and the Gold Seal Vocational Scholars Award. To be eligible for a Bright Futures Scholarship, students must complete an academic program prescribed by the Florida Department of Education. Students must apply for the Bright Futures Scholarship during the twelfth grade as it is not automatically awarded. The requirements and application procedures may change from year to year and are available in the guidance office at each high school.
- b. General eligibility requirements for the Florida Bright Futures Scholarship Program must be met. A student must be a Florida resident; earn a standard high school diploma or its equivalent from a public or private high school, or complete a home education program; be accepted and enrolled in an eligible Florida public or independent post-secondary education institution; be enrolled for at least six (6) semester credit hours; not have been found guilty of a felony charge. Specific eligibility requirements for each of the three (3) award programs are available from the high school guidance department. An eligible recipient will receive a Bright Futures Scholarship award regardless of other financial aid or prepaid tuition contract.

11. REQUIREMENTS FOR A CAREER EDUCATION CERTIFICATION

The Career Education Certification will be available at schools that meet the specific guidelines for the certification. In order to be eligible for the Career Education Certification, the student is required to:

- a. Complete a program that is Industry Certified.
- b. Complete a capstone project related to their program.
- c. Meet eligibility requirements for postsecondary education or employment without the need for remediation.

The specific requirements for each program vary and may change from year to year.

12. CAREER AND PROFESSIONAL ACADEMIES

A career and professional academy is a research-based program that integrates a rigorous academic curriculum with an industry-driven career curriculum. Students completing career and professional academy programs receive a standard high school diploma. They may also receive industry certification and postsecondary credit if the academy partners with a postsecondary institution.

13. ADVANCED PLACEMENT PROGRAM (AP)

- (1) A student may take AP (college level) courses within the subject areas offered at his/her high school.
- (2) A student will receive high school credit based on the grade received in the AP class. Students who score three or higher on an AP examination may receive college credit from a college which accepts AP courses.
- (3) A student who is taking an AP course is expected to take the AP examination. The examination fee will be paid by the district.
- (4) A student who is not taking an AP course may take the AP examination provided the student pays the examination fee. However, no high school credit will be granted for passing the AP examination.

14. INTERNATIONAL BACCALAREATE DIPLOMA PROGRAM (IB)

- (1) IB students will have met graduation requirements with the successful completion of the IB curriculum including the Extended Essay, the CAS project, and sitting for required examinations in six subjects (see Section III, page 4).
- (2) A qualified student may take the IB program of study in schools where it is offered. This course of study may lead to the student earning both high school and college credit.
- (3) A student will receive high school credit based on the grade received in the IB class. Students who make a four or higher on the IB examination may also receive college credit from a college which accepts IB credits.
- (4) All students enrolled in IB courses should be working toward an IB Diploma. In order to earn an IB Diploma the student must pass at least three high-level examinations and three subsidiary-level examinations (for a total of six), complete 150 hours of creative action and service (CAS) hours, complete a Theory of Knowledge course, and submit an acceptable Extended Essay.
- (5) Receipt of an IB Diploma is accepted in lieu of all other requirements to earn the Florida Academic Scholars' Award of the Florida Bright Futures Scholarship Program.
- (6) The IB student may take AP examinations.

15. 18-CREDIT COLLEGE PREPARATORY AND 18-CREDIT CAREER PREPARATORY DIPLOMA OPTIONS

- (1) A student shall submit to the high school principal and guidance counselor a signed parental consent to enter the 3-year accelerated graduation program.

- (2) A student shall have achieved at least an FCAT reading achievement level of 3, an FCAT mathematics achievement level of 3, and an FCAT writing score of 3, on the most recent assessments taken by the student.
- (3) Selection of the graduation option must be completed by the student prior to the end of grade 9. Students who enter a Florida public high school for the first time after grade 9 will have 2 weeks after their entry date to select an accelerated graduation option.
- (4) If, at the end of grade 10, a student is not on track to meet the credit, assessment, or grade-point-average requirements of the accelerated graduation option selected, the school shall notify the student and the parent of the following:
 - (a) The requirements that the student is not currently making.
 - (b) The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
 - (c) The right of the student to change to the 4-year program.
- (5) A student who selected one of the accelerated 3-year graduation options shall automatically move to the 4-year program, if the student:
 - (a) Exercises his or her right to change to the 4-year program;
 - (b) Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10;
 - (c) Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment; or
 - (d) By the end of grade 11, does not meet the 3.0 GPA or FCAT graduation requirements.

16. EARLY ADMISSION

- (1) When the following conditions are met, the student is eligible for the early admissions program.
 - (a) Six semesters of full-time secondary enrollment have been completed. All required courses except electives, one credit in language arts, 1/2 credit in Economics and 1/2 credit in American Government must have been successfully completed.
 - (b) The student has been accepted by a post-secondary regionally accredited college or university.

- (2) When the following conditions have been met, students may be awarded a high school diploma with their class or at a convenient time following the graduation of that class.
 - (a) The student has completed enough college credits to equal two semesters as determined by the college of attendance, with a normal class load, and with at least a C average or its equivalent.
 - (b) The district has received written documentation from the college of attendance covering the college work.
 - (c) A college English course consisting of two semesters, a college Economics course consisting of one semester and a college American Government course consisting of one semester has been successfully completed.
- (3) A student in the early admissions program shall not be ranked in his or her high school graduating class.
- (4) An early admission student may be funded under Dual Enrollment when the following criteria are met:
 - (a) Pursuant to Florida Statutes 1007.271 and 1007.272, a student accepted for early admission may be funded under dual enrollment if all of the early admission conditions are met and the appropriate articulation agreement exists between the School Board of Volusia County and the State University or college. The School Board of Volusia County has this agreement with the University of Florida and Daytona Beach Community College only. The University of Florida requires a 3.25 unweighted grade point average for early admission.
 - (b) Only the courses required to obtain a high school diploma may be counted and funded as dual enrollment.

17. DUAL ENROLLMENT

Associate of Arts Degree (Academic)

Secondary school students who meet the entrance requirements of institutions with dual enrollment agreements with the School Board of Volusia County may enroll in college level courses at those institutions provided the students use the credits toward graduation. The number of credit hours earned through dual-enrollment that equal one full credit of the equivalent high school course shall be determined in accordance with the rules and regulations of the State Board of Education. There is no charge for tuition or books. A dual enrollment form must be signed by the coordinator of high school services prior to the student taking the course and a book voucher will be provided by the coordinator's office.

Associate of Science Degree, Associate of Applied Science Degree, and Certificate (Career and Technical Education)

Secondary school students who meet entrance requirements of institutions with dual enrollment agreements with the School Board of Volusia County may enroll in the college level courses at those institutions or on high school campuses if the dual enrollment course is offered. There is no charge for tuition and books. A dual enrollment form must be signed by the director of career and technical education prior to the student taking the course and a book voucher will be provided by the director's office.

Dual enrollment credit shall be considered for computing grade point average and class ranking. All courses receiving weighted credit in Volusia County Schools will also receive weighted credit if offered as a dual-enrollment course. Credit toward high school graduation may be earned provided the following dual enrollment criteria are met:

- (1) the student is enrolled in a Volusia County school and has prior approval from the director of career and technical education or coordinator of high school services;
- (2) the course is academic or vocational in nature, and may be applied toward a post-secondary degree or certificate;
- (3) the student has demonstrated readiness to engage in post-secondary work;
- (4) the principal, parent/guardian, and superintendent or designee have given prior approval for the student to participate;
- (5) the student must have at least a 3.0 cumulative weighted grade point average (academic) or a 2.5 cumulative unweighted grade point average (vocational) and take the Computer Placement Test (CPT) or Test of Adult Basic Education (TABE) for certificate programs. These requirements are waived in a few identified courses as agreed on annually. The awarding of college credit is a decision of the college, not of this district.

18. ADULT HIGH SCHOOL

Students transferring to Volusia County Schools from Adult High School will be evaluated in the same way as students transferring from any other high school in Florida. Transfer credits through co-enrollment, as approved by the deputy superintendent for instructional services or designee, will be accepted from the Adult High School Division of Daytona Beach Community College toward graduation from the School District of Volusia County under the following conditions:

- (1) These credits will be accepted for remedial purposes only.
- (2) The courses have been approved by the deputy superintendent for instructional services.
- (3) All other avenues for progression for example, dual enrollment and summer school, must have been explored and rejected for good reason before a student is permitted to attend Adult High School.

19. CORRESPONDENCE COURSES

Correspondence courses are not accepted for credit in this district except when prior permission for enrollment has been granted by the deputy superintendent for instructional services. Such permission will generally be given only for unusual situations. Internet courses (other than those taken through Florida Virtual School) are considered correspondence courses.

20. COMPETENCY BASED COURSES

Competency based courses are not accepted for credit in the district except when they are a part of an approved drop-out prevention program, or when prior permission has been granted by the deputy superintendent for instructional services.

21. GENERAL EDUCATIONAL DEVELOPMENT DIPLOMA

Any candidate for the test of General Educational Development diploma (GED) shall be at least 18 years of age on the date of the examination, except that the GED is available to 16 or 17 year olds who meet extraordinary circumstances. Determination of extraordinary circumstances will be the responsibility of the principal of the secondary school, which the student attends or attended. Extraordinary circumstances include any of the following:

- (1) pregnancy,
- (2) economic hardship,
- (3) marriage,
- (4) problems which have not or cannot be solved by traditional or alternative methods or,
- (5) participation in a Department of Juvenile Justice (DJJ) educational program.

The GED diploma will be awarded by the State Department of Education. No public high school in Volusia County shall award a GED diploma under the name of that school or this district.

22. THE GED EXIT OPTION

High school students who meet the following eligibility criteria may be eligible for the GED Exit Option:

- (1) 16 years of age, or older, and currently enrolled in a PK-12 program;
- (2) Enrolled in courses that meet high school graduation requirements;
- (3) Overage for grade, behind in credits, low GPA, and in jeopardy of not graduating with cohort group;

- (4) Class or peer group with whom they entered kindergarten is graduating, or has graduated.
- (5) Minimum reading level at seventh grade, as documented by the Test of Adult Basic Education (TABE) reading component or other test to determine grade level proficiency.
- (6) Acceptable scores on the official GED Practice Tests, administered under student testing conditions;
- (7) Student has completed a minimum of three years in high school
- (8) Recommended by the guidance counselor and/or principal;
- (9) Parent permission is granted.

This option may not be used for early graduation, and will be an additional option at the Department of Juvenile Justice (DJJ) sites, but will not replace the GED option currently available at DJJ sites.

D. RETENTION

1. EARLY ASSESSMENT

It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal and parents/guardians, those students who do not appear to be making satisfactory progress toward achieving course objectives. Students who appear to be having difficulty in meeting course objectives should be evaluated by the Student Success Team and other professional staff, which may include teachers, counselors, and specialists. This shall include students who are identified as homeless. The purpose of the evaluation should be to assess the student's needs and to identify methods for more effectively meeting those needs. This evaluation may be initiated by recommendation of a staff member or parent/guardian.

2. REMEDIATION OF FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) STANDARDS

District procedures will be followed to ensure student mastery/proficiency of performance standards required on the FCAT. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

3. PROGRESS MONITORING PLAN FOR STUDENTS WHO ARE NOT MEETING MINIMUM EXPECTATIONS IN READING, WRITING, SCIENCE OR MATHEMATICS

Students having a 2.5 or below cumulative unweighted grade point average will be identified at the end of each grading period. These students will be given assistance which may include, but not be limited to, counseling, schedule changes, remedial classes, tutorial services, extra study sessions, or other programs of this nature.

A Progress Monitoring Plan will be developed for students who score below the proficiency level on statewide assessments. If the student has been identified as having a deficiency in reading, the progress monitoring plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. The plan will be implemented in consultation with the student's parent or guardian. The district and school are accountable for providing remedial services to students who are not meeting proficiency levels and must use all available resources to achieve parent understanding of and cooperation with the progress monitoring plan requirements.

Students who are identified as Level One, Tier One reading students with deficiencies in phonemic awareness, phonics, and fluency will be placed in an Intensive Reading course with state approved instructional resources. Students who are identified as Level One, Tier Two reading students with deficiencies in comprehension will be placed in an Intensive Reading course.

Students scoring level 2 on FCAT Reading will be placed in either an intensive reading course or a content area course in which reading strategies are delivered.

Students scoring at level 1 or level 2 on FCAT Mathematics will receive diagnostic assessment and appropriate intervention and instruction the following year. Students will be placed in either an intensive math course or a content area course in which mathematics strategies are delivered.

Students scoring below level 3 on FCAT Reading or Mathematics may be required to attend remediation programs held before or after school hours or during the summer if transportation is provided.

Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

4. LIMITED ENGLISH PROFICIENT STUDENTS

All students will have equal access to the appropriate instructional programs. Students will not be restricted because of limited English proficiency. Each student classified as limited English proficient is required to have an individualized LEP student plan which must include results of academic assessment and must also outline the instructional services to be

provided. The LEP student plan may serve as the progress monitoring plan if it addresses the student's academic needs in reading, writing, science, and mathematics.

5. **STUDENTS WITH EXCEPTIONALITIES**

Each student identified as exceptional is required to have an IEP which must include results of academic assessment and must also outline the instructional services to be provided. With the exception of students identified as speech impaired only the IEP will serve as the progress monitoring plan and address the student's academic and other identified needs.

6. **GRADE FORGIVENESS**

The forgiveness policy for required courses will be limited to replacing a grade of "D" or "F", or their equivalent, with a grade of "C" or higher, or its equivalent, earned subsequently in the same or comparable course. The forgiveness policy for elective courses will be limited to replacing a grade of "D" or "F", or their equivalent, with a grade of "C" or higher, or its equivalent, earned subsequently in another course. All course work will be listed on the student's transcript for each time taken, but courses, which have been forgiven, will be dropped for purposes of computing the cumulative grade point average for graduation. All grades, however, will be used in computing the rank in class average.

E. VOLUSIA COUNTY SCHOOLS' CHARTER DISTRICT WAIVER PROCESS

In order for a school to make major curriculum or schedule changes, the district Charter Waiver Process must be completed and approved by the School Board.

IV.

**STUDENT PROGRESSION
EXCEPTIONAL STUDENT EDUCATION**

A. ELIGIBILITY

1. PROGRAMS

Volusia County provides programs for students with the following exceptionalities:

- | | |
|-------------------------------|-----------------------------------|
| Autism Spectrum Disorder | Orthopedically Impairment |
| Deaf or Hard of Hearing | Other Health Impairment |
| Developmentally Delayed (0-5) | Profoundly Mentally Handicapped |
| Dual-Sensory Impaired | Emotional/Behavioral Disabilities |
| Educable Mentally Handicapped | Specific Learning Disabled |
| | Speech Impaired |
| Established Conditions (0-2) | Trainable Mentally Handicapped |
| Gifted | Traumatic Brain Injury |
| Hospital/Homebound | Visually Impaired |
| Language Impaired | |

2. CRITERIA

Specific criteria for program eligibility are developed according to federal and state laws, rules, regulations, and policies. These criteria, and program information, objectives, and evaluation procedures, are cited in detail in the Volusia County School Board Instructional Policy 303, Special Programs and Procedures for Exceptional Students.

3. PREKINDERGARTEN

A prekindergarten student with disabilities shall meet the requirements specified for kindergarten students. Consistent with rules adopted by the State Board, children with disabilities who have attained the age of three years shall be eligible for admission to public special education programs and for related services under rules adopted by the school board. Children with disabilities who are deaf or hard of hearing, visually impaired, dual-sensory impaired, orthopedically impaired, traumatic brain injured, other health impaired, educable mentally handicapped, trainable mentally handicapped, profoundly mentally handicapped, emotional/behavioral disabled, specific learning disabled, autism spectrum disorder, language impaired, or developmentally delayed are eligible for special services. If children are enrolled in other pre-kindergarten or day care programs, or are at home, they may be eligible for speech and language services. Children below the age of three may qualify for school services under dual-sensory impaired, visually impaired, or deaf or hard of hearing, or established conditions for these specific disabilities. Rules promulgated by the State Board of Education for the identification of these disabilities (i.e., dual-sensory impaired, visually impaired, deaf or hard of hearing, or established conditions for these specific disabilities) for children 0-2 years of age apply.

4. LIMITED ENGLISH PROFICIENT STUDENTS

All students who qualify for an ESE program must have equal access to the appropriate program. Students will not be restricted from programs because of limited English proficiency.

B. TESTING

1. STUDENT PARTICIPATION IN STANDARDIZED TESTING

- a. Students with exceptionalities are expected to participate in the state-testing program. However, if a student with a disability has a current IEP and has been assigned to a special program according to State Board Rule 6A-6.0331, FAC, **AND** the student demonstrates cognitive ability or behavior that prevents him/her from taking the tests even with allowable accommodations, the student may be excluded from taking the tests. If a student with a disability is determined to be excluded, the IEP must document why the assessment is not appropriate and what alternate assessment procedure will be used. This follows the current requirement according to the Individuals with Disabilities Act (IDEA) of 2004.
- b. Students with disabilities who plan to work toward meeting the requirements for a standard high school diploma should participate in the state-testing program. In order to be eligible to receive a standard high school diploma, students must attain the FCAT score determined by the Department of Education.
 - (1) In order to be considered for the waiver from the FCAT graduation requirement, the student must:
 - (a) be identified as a student with a disability, as defined in section 1007.02(2), Florida Statutes;
 - (b) have current IEP;
 - (c) be a senior or student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the graduation test;
 - (d) have demonstrated mastery of the grade 10 Sunshine Standards;
 - (e) have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice to include the spring administration of the senior year, or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11, or 12, including the spring administration of the senior year.
 - (f) have participated in intensive remediation for FCAT reading and/or FCAT mathematics, during the senior year, if passing scores were not earned; and

- (g) be progressing towards meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and other district requirements for graduation with a standard diploma.
- (2) At the end of the student's senior year, an Individual Educational Plan (IEP) team will meet and review the progress of the student who has not passed the Grade 10 FCAT Reading and/or the Grade 10 FCAT Math. A student eligible for the FCAT waiver should be granted. The team will follow the process set forth in the Florida Department of Education: Waiver of Florida Comprehensive Assessment Test ® (FCAT) Graduation Requirement for Students with Disabilities document.
- (a) The team will review evidence presented by the student and teachers that mastery of the Grade 10 Sunshine State Standards has been met. Evidence must be aligned with the Sunshine State Standards in the areas of deficiency and may include:
- performance on other standardized academic assessments such as the Scholastic Aptitude Test (SAT), College Placement Test (CPT), American College Test (ACT), or the Armed Services Vocational Aptitude Battery (ASVAB);
 - performance in core academic courses (e.g., language arts and mathematics) including classroom work, end-of-year/semester exams, and teacher observations. If the only evidence is a final grade for a course in the area of deficiency, mastery for this purpose, will be defined/based on a grade of "C" or better; and/or
 - performance in higher level courses or in postsecondary courses through dual enrollment.
- (b) The team will review the IEP, the accommodations provided to the student (and used by the student) on the FCAT, FCAT results, and learning gains made on the FCAT retakes.
- (c) The team will review the student's performance in remediation activities. To be eligible for the waiver, the student must actively participate in intensive remediation during the senior year.
- The team will determine the level of the student's commitment to remediation based on work samples, time involved, attendance, and effort.
 - The student must earn at least a "C" average in each remedial course.

- (d) If the team is satisfied that the FCAT Reading and/or Math, even with appropriate accommodations, does not accurately measure the student's abilities, and that the student has demonstrated mastery of the Grade 10 Sunshine State Standards, (and met the other criteria), the team will recommend that the passing score be waived and will sign the required document.
 - (e) The school principal or designee and the Superintendent or designee must also sign the document verifying that the student has met the district requirements for graduation with a standard diploma.
- (3) IF FCAT WAIVER ELIGIBILITY IS DENIED, the student may:
- Remain in school until age 22, or until the student meets the criteria for standard diploma by passing the FCAT Reading and/or Math, or meeting criteria for the FCAT waiver (if student selects this option he/she must take remedial courses and retake the FCAT at least once per year); exit with a certificate of completion; or graduate with a special diploma.
- c. Students with disabilities may be recommended for any of the following test options, as indicated on the Individual Educational Plan: regular testing format, testing with accommodations, or alternate assessment.

Participation in alternate assessment may be permitted for selected students only when all of the following criteria are met:

- The student is unable to master the Sunshine State Standards, even with appropriate and allowable course accommodations.
- The student's demonstrated cognitive ability is the primary reason for the inability to master these standards.
- The student is participating in a modified or functional curriculum based upon competencies in the Sunshine State Standards for Special Diploma for all academic areas.
- The student requires extensive direct instruction in functional academics and vocational competencies as well as domestic, community living, and leisure activities.
- The student has deficits in adaptive behavior as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings.

The IEP for students who will participate in alternate assessment must reflect rationale for alternate assessment and the name of the alternate assessment to be used.

- d. Participation in alternate assessment does not mean that students are exempt from meeting appropriate state adopted Sunshine State Standards and/or Student Performance Standards for Exceptional Students. The identification of appropriate performance standards is reflected in the IEP. Acceptable progress towards the identified state standards may be determined by teacher observation of student products indicating knowledge, teacher tests, and other teacher devised methods.

2. ACCOMMODATIONS

Accommodations may be provided for students identified as disabled in accordance with state or district testing programs guidelines and as indicated on the student's IEP. Students using instructional accommodations in the classroom that are not allowable as accommodations on the FCAT may be eligible to have the FCAT requirement waived pursuant to the requirements of 1003.428(8)(b) or 1003.43(11)(b), Florida Statutes.

C. PROGRAMS OF STUDY

Students with exceptionalities are provided a continuum of placements and services based on individual student needs (Rule 6A-6.0311, FAC). Students will be included in Sunshine State Standards based elementary, middle, and high school programs of study as fully as possible as determined by the student's current IEP. Alternative programs of study are available as described below in subsections 3 and 4.

1. ELEMENTARY SCHOOL

At the time of the IEP development, the special education teacher will notify parent/guardian of students enrolled in ESE programs about accommodations and/or modifications to the general education program which will be made to allow for maximum benefit to the student. Instructional accommodations are allowable in the classroom if included in a student's IEP.

2. MIDDLE SCHOOL

Students with disabilities shall be enrolled in a program of studies as determined through the IEP process. It is recommended that students who are interested in pursuing a standard diploma meet requirements for middle school students as listed in Section II of this document. General courses shall be accommodated, as necessary, to assure that students enrolled in ESE programs have the opportunity to meet the course requirements. Accommodations to general courses shall not include lowering expectations of the curriculum frameworks or student performance standards. Instructional accommodations are allowable in the classroom if included in a student's IEP. Otherwise, students with mild to moderate disabilities may be enrolled in an appropriate curriculum to include ESE academic and exploratory courses. Courses and standards for students with moderate to severe disabilities shall be determined through the IEP process with an emphasis on functional curriculum. Starting with the IEP review which occurs just prior to entry into grade 7, transition service needs will be identified as they apply to the course of study.

3. HIGH SCHOOL

- a. Students with disabilities may not be scheduled into Level 1 (one) courses without justification. A written assessment of the student’s ability and a statement of need for the Level 1 course must be documented on the student’s IEP. Signatures of the principal, guidance counselor, and parent/guardian or student if 18 years of age or older will be obtained in accordance with IEP procedural guidelines.
- b. Before the student graduates from high school, the school shall provide the student with a summary of performance to include, but not limited to, performance based assessment and career interest inventories. The student and the student’s parent will be provided with the summary of performance at the IEP review.
- c. Students with disabilities may be enrolled in exceptional, general, or career and technical education courses and may earn credit for these courses.
- d. Students with disabilities may elect to pursue either Special High School Diploma Option 1, focusing on acceptable progress towards the student performance standards, or Special High School Diploma Option 2, focusing on acceptable progress towards the employment and community competencies. Three paths toward achieving a Special High School Diploma are available.

(1) Path 1: A student who has mastered all requirements for graduation under a Standard High School Diploma as stated in Section III of this policy, but who has not attained the FCAT score determined by the Department of Education or does not qualify for the FCAT waiver may elect a Special High School Diploma.

(2) Path 2: Students functioning at Independent through Supported levels are responsible for earning the credits required for graduation as listed below.

Students functioning at an independent level are capable of working and living independently but may need occasional assistance. They need functional academic, functional daily living and working skills. Students functioning at a supported level are capable of living and working in supported settings. They need skills addressing daily living tasks, working skills, and activities which can maximize independence and personal effectiveness.

Option 1: Credit Requirements/Independent through Supported levels

English/Language Arts	3
Mathematics	3
Science	1
Social Studies	1
Physical Education	.5
Life Management/Transition/ Independent Living or Self-Determination	1

Practical Arts/Performing Arts/ Career and Technical Education	4**
Electives	10.5**
Total	<hr/> 24

Option 2: Credit Requirements/Independent through Supported levels +

English/Language Arts	1
Mathematics	1
On-the-Job-Training (Career Placement) or Supported Competitive Employment	1
Electives/Career and Technical Education	9**
Total	<hr/> 12

** Electives/Career and Technical Education courses must include one of the following: Career Education, Career Preparation, and/or Career Experiences. At least one of these classes must be completed prior to Career Placement. An additional elective, Self-Determination, is also recommended.

+ For students under a special diploma, Option 2, a GPA of 2.0 can be based on the 12 credits required for graduation.

(3) Path 3: Students functioning at Supported through Participatory levels are responsible for earning the credits required for graduation as listed below. Because of the severity of the disabilities involved with this student population, the credits to be earned are designed to fit the needs of the population.

Students functioning at a supported level are capable of living and working in supported settings. They need skills addressing daily living tasks, working skills, and activities which can maximize independence and personal effectiveness.

Students functioning at a participatory level are capable of participating in major life activities and will require extensive support systems. They need opportunities for participation in tasks and activities of daily living.

Option 1: Credit Requirements/Supported through Participatory levels

Academic/Communication Skills	8
Personal/Home/Social/Leisure Skills	6
Career and Technical Education/Community Living Skills	8**
Electives	2**
	<hr/>

Total 24

Option 2: Credit Requirements/Supported through Participatory levels +

Academic/Communication/Social Skills	2
On-the-Job-Training or Supported	
Competitive Employment	1
Electives/Career and Technical Education	9**

Total 12

** Electives/Career and Technical Education courses must include one of the following: Career Education, Career Preparation, and/or Career Experiences. At least one of these classes must be completed prior to Career Placement. An additional elective, Self-Determination, is also recommended.

+ For students under a special diploma, Option 2, a GPA of 2.0 can be based on the 12 credits required for graduation.

e. Students with disability entering 9th grade during the 2007-2008 school year, the following will apply. Students with disabilities may elect to pursue either Special High School Diploma Option 1, focusing on acceptable progress towards the student performance standards, or Special High School Diploma Option 2, focusing on acceptable progress towards the employment and community competencies. The path toward achieving a Special High School Diploma is available.

(1) A student who has mastered all requirements for graduation under a Standard High School Diploma as stated in Section III of this policy, but who has not attained the FCAT score determined by the Department of Education or does not qualify for the FCAT waiver may elect a Special High School Diploma.

Students functioning at Independent through Participatory levels are responsible for earning the credits required for graduation as listed below. Because of the severity of the disabilities involved with this student population, the courses which will fulfill credit requirements to be earned are designed to fit the needs of the population.

Students functioning at an independent level are capable of working and living independently but may need occasional assistance. They need functional academic, functional daily living and working skills.

Students functioning at a supported level are capable of living and working in supported settings. They need skills addressing daily living tasks, working skills, and activities which can maximize independence and personal effectiveness.

Students functioning at a participatory level are capable of participating in major life activities and will require extensive support systems. They need opportunities for participation in tasks and activities of daily living.

a. Option 1: Credit Requirements: Independent/Supported/Participatory Levels

English	4
Mathematics	4
Science	1
Social Studies	1
Vocational/Fine Arts	2
Electives	12
Total	<hr/> 24

*Students in the SED program must take at least one Social/Personal Skills course as an elective

*Students in the mild/moderate VE program must take one course in Self Determination and one in Life Management & Transition as electives.

b. Option 2: Credit Requirements: Independent/Supported/Participatory Levels +

English/Language Arts	1
Mathematics	1
Career Education, Career Preparation, Career Experiences	1
Electives/Vocational	9**
Total	<hr/> 12

** Must include Career Placement or Supported Competitive Employment

+ For students under a special diploma, Option 2, a GPA of 2.0 can be based on the 12 credits required for graduation.

f. A student with disabilities may earn multiple credits in a course listed as an ESE course, provided the content and standards represent different student outcomes. For example, Orientation and Mobility may be taken more than once with a student learning different or higher level skills each succeeding time credit is earned.

g. A student seeking a special diploma may be scheduled into classes with students seeking a standard diploma if it is appropriate. However, course objectives and expectation levels must be modified for those students seeking a special diploma.

D. GRADUATION REQUIREMENTS

During the IEP review for students with disabilities which occurs just prior to entry into ninth grade or in the year prior to the student's sixteenth birthday, whichever comes first, a written description of diploma options and requirements shall be presented to the student and parent/guardian. The student and parent/guardian will indicate the type of diploma the student wishes to earn. A student with disabilities (including a gifted student who is also disabled) who wishes to obtain a standard high school diploma must submit a proper request. The long-range implications of diploma selection shall be thoroughly discussed with the student and parent/guardian prior to selection of the diploma type.

A student who wishes to change the diploma type to be pursued may do so at any time through the Transition IEP review process. A student who elects to change diploma type must meet all requirements for graduation for that diploma. A student with disabilities who graduates with a credential other than a Standard High School Diploma (or GED), may elect to return to school under an IEP until his/her 22nd birthday.

Starting with the IEP review which occurs just prior to entry into grade 7, provisions for transition from school to post-school adult living will be stated on the IEP for each student with disabilities in accordance with district procedures. Transition services will be reviewed at least annually through graduation or the student's 22nd birthday.

A student enrolled in exceptional student education programs may elect to follow a program of study that results in graduation and receipt of one of the following types of diplomas:

1. STANDARD HIGH SCHOOL DIPLOMA

- a. A student in the programs listed below will follow a course of study intended to result in obtaining a standard diploma:

Speech

Hospital/Homebound (not otherwise enrolled in exceptional student education)

Visually Impaired

Gifted

- b. A student enrolled in an exceptional student education program in Grades 9-12 who is seeking a standard diploma must meet all requirements for graduation as listed in Section III and Section IV of this document.
- c. Access to a standard diploma for a student enrolled in ESE programs means that:
 - (1) A student is permitted to enroll in applicable courses.
 - (2) Reasonable accommodations of the student's disability are available, as needed, in general, career and technical education courses, or ESE programs.

- (3) Test accommodations are available for the Florida Comprehensive Assessment Test (FCAT) in accordance with state or district testing program guidelines and as indicated on the student's IEP. Accommodations for the FCAT must be the same or nearly the same as those used by the student in classroom instruction and assessment activities. The student should be familiar with the accommodations. The testing situation should not be the first time the student uses the accommodations.
 - (4) Students who have met all requirements for a standard diploma except passage of the FCAT may be considered for a waiver from the FCAT graduation requirement in accordance with the terms of this policy.
 - (5) The student may be enrolled in school until the student's 22nd birthday.
 - (6) State-approved course substitutions, as identified in the Florida Department of Education Course Code Directory, are permitted.
- d. General courses shall be accommodated, as necessary, to assure that students enrolled in ESE programs have the opportunity to meet the graduation requirements for a standard diploma. Career and technical education courses and programs of study shall be accommodated, as necessary, to assure a student with disabilities the opportunity to meet graduation requirements for a standard or a special diploma (Florida Statute 1003.43). The following guidelines apply for course accommodations:
- (1) Accommodations to general courses shall not include modifications to the curriculum frameworks or student performance standards. When providing accommodations to career and technical education courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's Transition IEP.
 - (2) Instructional accommodations are allowable in the classroom if included in a student's IEP. Students using instructional accommodations in the classroom that are not allowable as accommodations on the FCAT may have the FCAT requirement waived pursuant to the required of Florida Statute 1003.428(8)(b) or 1003.43(11)(b).
 - (3) One of the following strategies shall be used when accommodating general courses:
 - (a) Assignment of the student to an ESE class for instruction in a general course with the same student performance standards as those required of non-exceptional students enrolled in general education under the district Student Progression Plan, or
 - (b) Assignment of the student to a general education class for instruction, which is accommodated to address the student's disability.

- (4) The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's IEP.

2. SPECIAL HIGH SCHOOL DIPLOMA

- a. A student who is educable mentally handicapped, trainable mentally handicapped, deaf or hard of hearing, specific learning disabled, physically impaired, language impaired, or emotionally handicapped shall not be required to meet standard high school graduation requirements (section 1003.43, F.S.) and upon meeting the requirements prescribed by the school board pursuant to section 1008.25, F.S., shall be awarded a special diploma. Although the student may continue attending school until the student's 22nd birthday or until earning a standard diploma, whichever comes first as determined by the IEP, the student will be coded as completing the requirements. Nothing contained in this policy shall be construed to limit or restrict the right of a student with disabilities solely to a Special Diploma. (Rule 6A-1.0996 FAC)
- b. No specific standards have been identified for students with profound disabilities. These students have access to a special diploma through the standards specified for other eligible students with disabilities, as indicated in the student's IEP.
- c. To earn a Special High School Diploma, a student must complete requirements for the selected option.
 - (1) Option 1: To earn a Special High School Diploma under Option 1 a student must:
 - (a) Complete 100% of the minimum credits required for graduation (Grades 9-12) as determined by the district (ESE Program of Study), at an acceptable progress level of D or above.
 - (b) Students must achieve acceptable progress towards the Standards for Special Diploma as prescribed by the State Board of Education.
 - (c) A cumulative unweighted grade point average (GPA) of 2.0 is required on course work used to satisfy graduation requirements.
 - (2) Option 2: To earn a Special High School Diploma under Option 2 a student must:
 - (a) be 16 years of age or older.
 - (b) complete all annual goals and short term objectives related to employment and community competencies as specified on the IEP.
 - (c) complete the graduation competencies as specified in the Graduation Training Plan, at an acceptable progress level of D or above.

- (d) be employed in accordance with the Graduation Training Plan as follows:

One-half school year (18 weeks) of successful, full-time employment at or above minimum wage; 60 hours of paid or unpaid training must be completed prior to the initiation of the 18 weeks of successful, full-time employment. Unpaid job training includes job shadowing or community based vocational training (CBVT).

OR

one school calendar year (36 weeks) of successful, full-time employment at or above minimum wage.

- (e) A cumulative unweighted grade point average (GPA) of 2.0 is required on course work used to satisfy graduation requirements.
- (f) Students on Special Diploma Option 2 will be designated a grade 12 student when during an IEP review it is determined and documented that:
1. the student is 16 years of age or older
 2. the student has completed Special Diploma Option 2 TIEP employment and community goals and objectives
 3. the student has completed Special Diploma Option 2 Graduation Training Plan -- Part 1 core and elective competencies
 4. the student is ready to begin training and employment requirements for the Graduation Training Plan -- Part 2, and
 5. the anticipated date of graduation is documented in the "Written Notice of Anticipated Graduation" section of the IEP. It is during the school year of the anticipated date of graduation that grade 12 status will be recognized.
- (g) Students electing to pursue a Special High School Diploma do not have to pass the applicable state assessments.
- (h) Credit may be awarded toward a special diploma when the student has not completed enough standards to be awarded credit in a general course provided the student has met the standards for the closest corresponding exceptional education course.
- (i) For students under a special diploma, Option 2, a GPA of 2.0 can be based on the 12 credits required for graduation.

- (j) Progress toward the completion of course credit will be monitored annually through the IEP review. Students may complete more than the required number of credits if it is appropriate. The number of additional credits beyond the number required for graduation should be determined by an evaluation of the student and the need demonstrated by that evaluation. Students may attend school until the student's 22nd birthday, in order to be afforded the opportunity to meet these requirements.

3. CERTIFICATE OF COMPLETION

A Certificate of Completion may be elected by a student with disabilities who meets all the requirements of a standard high school diploma established by the school board but does not pass FCAT or does not qualify for an FCAT waiver. Any student with disabilities who meets the requirement for or graduates with a Certificate of Completion may elect to remain in the secondary school until the student's 22nd birthday, as determined by the IEP and may receive special instruction designed to remedy the student's identified deficiencies. The student will be coded as completing the requirements.

4. SPECIAL CERTIFICATE OF COMPLETION

Special Certificate of Completion will be available to students enrolled in exceptional education programs, who do not qualify for a standard diploma, do not elect to receive a special diploma, or do not meet the requirements for a special diploma. These students must meet the established credit requirements in exceptional education courses, but do not have to pass FCAT. The use of Pass/Fail grades may be used for those exceptional students with disabilities who are to receive a Special Certificate of Completion. Although the student may continue attending school until the student's 22nd birthday or until earning a standard diploma, whichever comes first, as determined by the IEP, the student will be coded as completing the requirements.

5. HONORS DESIGNATION (see Section III)

6. SUPERINTENDENT'S DIPLOMA OF DISTINCTION (see Section III)

7. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM (see Section III)

8. INTERNATIONAL BACCALAUREATE (see Section III)

E. PROMOTION

Determination of the appropriate progression of the student enrolled in ESE will be based on acceptable progress towards the identified instructional objectives in compliance with the IEP. The exceptional education teacher(s) and/or general education teacher(s) has the primary responsibility for determining each student's level of performance and ability to function academically at the next grade level subject to review and approval by the principal. (See General Procedures for Progression, Sections I, II, and III).

F. ADMINISTRATIVE ASSIGNMENT

A student with disabilities who is enrolled in exceptional education programs and who fails to complete program requirements may be administratively assigned. No student may be administratively assigned based solely on age or other factors that constitute social promotion. Administrative assignment shall be based on individual student needs as determined by the IEP review committee. (See General Procedures for Administrative Assignment, Sections I and II.)

Prior to determination of administrative assignment from elementary to middle school, or from middle to high school, an IEP review shall be conducted by a District Program and Placement Specialist. The parent and representatives from the sending and receiving schools shall be invited to participate in the review. Administrative assignment shall be based on individual student needs as determined by the IEP review committee.

G. EXTENDED INSTRUCTIONAL TIME

A student enrolled in exceptional education programs may extend instructional time, if dictated by the student's IEP for the purpose(s) of completing IEP goals and objectives, maintaining skills, or strengthening the educational foundation.

H. VOLUSIA COUNTY SCHOOLS' CHARTER DISTRICT WAIVER PROCESS

In order for a school to make major curriculum, schedule, or continuum of services (service delivery model) changes, the district Charter Waiver Process must be completed and approved by the School Board. Any changes to school based ESE program offerings must be planned with the ESE Programs department well in advance to ensure that the due process rights of parents and students with exceptionalities are met upon program implementation.

V.

MONITORING AND REPORTING STUDENT PROGRESS**A. REPORT CARDS, K-12**

1. All schools will use a district-approved report card.
2. A school may use supplementary reporting instruments, which may accompany the standard report card.
3. Report cards will be issued to all students at regular intervals as approved by the superintendent. The final report card for a school year will contain a statement indicating end-of-the year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.
4. The parent/guardian will be supplied with an interim report at the mid-point of each grading period.
5. A report will be issued at the end of summer school indicating the student's progress or status.

B. NOTICES TO PARENTS/GUARDIANS

Parent/guardian will be supplied with the following, as applicable:

1. an annual report that indicates students progress toward achieving district expectations for proficiency in reading, writing, science, and mathematics;
2. notification at any time during the grading period when there is a significant change in the student's achievement, effort and/or conduct;
3. notification of all state-wide and district-wide tests; including Florida Comprehensive Assessment Test (FCAT) for Writing (grades 4, 8, 10), Florida Comprehensive Assessment Test (FCAT) for Science (grades 5, 8, 11), FCAT Reading and Mathematics (grades 3-10), and norm-referenced test (grades 2-10);
4. notification when the student does not meet proficiency levels on statewide assessments in reading, writing, and mathematics and the opportunity to meet with school officials to develop an individualized academic improvement plan to assist the student in meeting the expectations of proficiency;
5. notification in writing to the parent of any student in K-3 who exhibits a substantial deficiency in reading of the following:
 - That his or her child been identified as having a substantial deficiency in reading.
 - A description of the current services that are provided to the child.

- A description of the proposed supplemental instructional service and supports that will be provided to the child that are designed to remediate the identified area of reading proficiency.
 - That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
 - Strategies for parents to use in helping their child succeed in reading proficiency.
 - That the FCAT is not the sole determiner of promotion and that the additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and reading for grade promotion.
6. notification in writing to the parent of any student who is retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 or above on the reading portion of grade 3 FCAT, that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in section 1008.25(6)(b), F.S. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
 7. notification that LEP students who have been receiving services in an approved LEP program for less than one year and who have been recommended for exemption by a majority of the student's LEP committee may be exempted from identified standardized achievement and assessment tests;
 8. notification when LEP students are recommended for testing in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator;
 9. notification that students with disabilities will receive a statement of the student's progress toward their IEP annual goals and the extent to which that progress is sufficient to enable the student to achieve goals by the end of the school year. Parents of students with disabilities will be informed of progress at least as often as parents are informed of their non-disabled student's progress;
 10. notification of graduation for a student with disabilities who will graduate with a Standard High School Diploma;
 11. Each student in grades 6-9 and their parents shall be provided with information concerning the three-year and four-year high school graduation options listed in section 1003.429(1), Florida Statutes, including the respective curriculum requirements for those options so that the students and their parents may select the post-secondary education or career plan that best fits their needs.
 12. The district school board will annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on the state-wide assessment test. The evaluation of each student's progress will be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress

reporting will be provided to the parent in writing in a format adopted by the district school board.

13. notification for students in grades six through twelve of all graduation options, including required courses;
14. notification for students in or entering high school of the opportunities and benefits of the following accelerated programs;
 - Advanced Placement
 - International Baccalaureate
 - Dual Enrollment
 - Florida Virtual High School
15. the opportunity to attend a meeting to inform parents about middle and high school course curriculum.

Documentation of all notification(s) must be available in the schools.

C. PUBLIC NOTIFICATION OF STUDENT PERFORMANCE

The following information shall be annually published in the local newspaper and reported to the State Board of Education by September 1 of each year.

1. The provisions of law relating to public school student progression and the school board policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3-10 performing at levels 1 and 2 on the reading portion of the FCAT in the prior school year.
3. By grade, the number and percentage of all students retained in grades 3 –10 in the prior school year.
4. Information on the total number of grade 3 students who were administratively assigned in the prior school year for good cause, by each category of good cause.
5. Any revisions to the policy on retention and promotion from the prior school year.
6. High school graduation rate calculated with GED tests, disaggregated by student ethnicity.

D. NOTICE TO FLORIDA DEPARTMENT OF EDUCATION

The district shall report to the Department of Education:

1. The progress of grade 3, Tier 3 students on the Progress Monitoring Reporting Network (PMRN) developed by FCRR at the end of the first semester.

E. REPORTING RANK IN CLASS AND GRADE POINT AVERAGE - GRADES 9 - 12

1. Student's weighted grade point average (GPA) is used to determine rank in class.
2. Cumulative weighted grade point average is to be used to report student standing for all purposes except for graduation requirements.
3. For the purpose of determining valedictorian and salutatorian, the rank in class average will be used. The rank in class average is the cumulative weighted average of all final semester/trimester grades earned during Grades 9-12, including grades for any repeated courses calculated to the fourth decimal position (see Section III, D. 5, Grade Point Average May Be Increased By Repeating Course). The student with the highest rank in class average, based on the total number of credits, will be designated as the valedictorian and the student with the second highest rank in class will be the salutatorian. A student is required to be enrolled in a school for a minimum of at least the last two semesters (36 weeks) in order to be eligible for valedictorian or salutatorian honors. Additional honors designations shall be awarded as follows:
 - Summa Cum Laude (with highest honors) 3.9 and higher
 - Magna Cum Laude (with high honors) 3.7 – 3.8999
 - Cum Laude (with honors) 3.5-3.6999

F. GRADE POINT AVERAGE ASSISTANCE - GRADES 9 - 12

1. Students whose cumulative unweighted grade point average is 2.5 or below will be identified at the end of each grading period.
2. A plan will be established at the school level, which identifies the assistance to be given to increase the student's grade point average.