

**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 adopted state standards and establish 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 adopted 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, attending classes regularly, and participating in instruction. Parents are responsible for their child's attendance and for promoting an interest in learning and ensuring their child'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 adopted state standards.

Schools must develop a PMP 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 the PMP. School personnel shall make all reasonable efforts to ensure that parents understand the importance of the PMP and their participation in the process. The PMP 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.

Students of military families who enroll in the Volusia County School District are provided special consideration under the Interstate Compact on Educational Opportunity for Military Children (F.S. 1000.36). The purpose of the Compact is to remove barriers to educational success because of frequent moves and deployment of their parents.

If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the

school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

The school district must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses. The school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to: gifted and talented programs and English for Speakers of Other Languages (ESOL).

When considering the eligibility of a child for enrolling in a school, a special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent. A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent, may continue to attend the school in which he or she enrolled while residing with the custodial parent. The school must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.

In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures: shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time. The school shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu of testing requirements for graduation in the receiving state. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending

local education agency, if the student meets the graduation requirements from the sending local education agency. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student.

Legal Authority:

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

Laws Implemented:

Section 1008.25, Florida Statutes

History:

(Adopted -- August 5, 1977)

(Revised -- May 22, 1979; May 25, 1980; January 12, 1982; July 13, 1982; June 16, 1983; January 10, 1984; March 27, 1984; June 6, 1984; May 12, 1985; June 10, 1986; November 25, 1986; April 2, 1987; June 30, 1987; August 31, 1987; March 22, 1988; July 25, 1989; April 3, 1990; March 24, 1992; July 28, 1992; May 25, 1993; June 28, 1994; June 27, 1995; May 28, 1996; September 9, 1997; June 25, 1998; July 15, 1999; June 25, 2000; August 22, 2000; April 25, 2001; June 12, 2001; August 20, 2002; September 9, 2003; October 14, 2004; July 26, 2005; June 13, 2006; November 2, 2006; July 24, 2007; July 29, 2008; August 25, 2009; September 14, 2010; September 13, 2011; August 15, 2012; December 11, 2012; January 14, 2014; August 27, 2014; January 27, 2014; September 22, 2015)

(Emergency Rule -- March 25, 1992 - June 22, 1992)

(Emergency Rule -- July 29, 1997 - September 9, 1997)

(Emergency Rule -- July 25, 2000 - August 22, 2000)

(Emergency Rule -- July 23, 2002 - August 20, 2002)

(Emergency Rule -- July 29, 2003 - September 9, 2003)

(Emergency Rule -- March 28, 2006 - June 26, 2006)

(Emergency Rule -- July 25, 2006 - October 23, 2006)

(Emergency Rule -- October 10, 2006 - January 8, 2007)

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(Emergency Rule -- July 27, 2010 - October 25, 2010)

(Emergency Rule -- July 26, 2011 - October 24, 2011)

(Emergency Rule -- September 25, 2012 - January 7, 2013)

## I.

STUDENT  
PROGRESSION  
ELEMENTARY  
GRADES K-5A. ENTRANCE TO SCHOOL – TRANSFER OF GRADES – INCOMING  
TRANSFERS COURSE/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 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. If all attempts to attain transfer grades fail, student grades shall be validated through performance during the first grading period of their enrollment. Validation shall be based on performance in classes at the receiving school.

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

(1) Grades for a student who enrolls during the last 15 days of a grading period may be determined by the school district from which the student is transferring, or may be used in combination with the grades a student earns upon entering the receiving school. If the transferring school district will not issue grades for the student, the receiving school principal or designee may use appropriate assessment instruments to determine grades for the purpose of progression.

(2) Each school shall seek to document the prior schooling experience of all students, including ELLs, by means of school records, transcripts, and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students.

d. HEALTH CERTIFICATION/PROOF OF 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 for 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. REQUIRED PROGRAM OF STUDY**

### **1. INSTRUCTIONAL DAY**

The required program of study for elementary school grades in the Volusia County School District reflects state and local requirements for elementary education and is aligned with the adopted state standards. The adopted 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 90 minute uninterrupted reading block with an additional 60 minutes, to include all areas of literacy instruction, to total 150 minutes (daily minimum average for the week) and 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.

The application of the student instructional day allocation of time must address at the appropriate level all curriculum areas as defined in the Elementary Scheduling Best Practices Manual for the Volusia County School District and any other programs of study required by Florida law. Early dismissal of school occurs only by specific action of the school board or as authorized by the superintendent or designee.

### **2. INSTRUCTIONAL SEQUENCES**

Provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and

applications, as required by law.

### 3. COMPREHENSIVE PROGRAM

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 30 consecutive minutes of physical education instruction on any day during which it is conducted, for a total of 150 minutes of physical education per week in grades K-5. This physical education requirement must be met with instructional personnel as defined in s. 1012.01(2), F.S.

Students are eligible to waive the physical education requirement if any of the following criteria are documented:

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

Where a student seeks to waive the physical education requirement, placement in an alternate course will be based upon seat availability.

### 4. MAKE-UP WORK REQUIREMENTS DUE TO ABSENTEEISM

Students must be able to make up work that is assigned on the day(s) of absence. Students must have the opportunity to earn full credit for make-up assignment(s). The teacher shall specify a reasonable period of time for completion of make-up work. In no case shall the time be less than one full calendar day for each day missed. The principal or designee shall have the authority to modify these conditions in the case of a demonstrated hardship. The principal or designee's decision shall be final.

### 5. LIMITED ENGLISH PROFICIENT STUDENTS/ENGLISH LANGUAGE LEARNERS

The Florida Consent Decree and the State Board of Education rules will be the guidelines to provide instruction to English Language Learners (ELLs). All students will have equal access to the appropriate instructional programs. ELL students who have had less than two years of instruction in an ESOL program based on the initial date of entry into a school in the United States (DEUSS date) are exempt from mandatory grade 3 retention. Instruction shall be designed to develop the student's mastery of the four language domains skills, including listening, speaking, reading, and writing, as rapidly as possible.

### 6. EXCEPTIONAL STUDENT EDUCATION PROGRAM

A student may not be given special instruction or services as an exceptional student with a disability 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.

Gifted students will follow the Student Progression Plan for general education students. Any deviation from the Student Progression Plan shall be documented in the student's Educational Plan (EP).

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 for Exceptional Students.

7. PARTICIPATION IN THE STATEWIDE ASSESSMENT PROGRAM

- a. The statewide kindergarten screening shall be administered to each kindergarten student who is enrolled within the first 30 days of the school year.
- b. All students are expected to participate in the statewide assessment program, except for students with an active Individual Education Plan (IEP) for whom alternative assessment has been identified on the IEP.

C. DISTRICT GRADE SCALE AND QUALITY POINT VALUE

1. KINDERGARTEN AND GRADE ONE

The following grading system shall be used for kindergarten and grade 1 in all areas. These indicators will also be used for grade 2 in art, music, and physical education.

- + Consistently Demonstrates Skills and Concepts for Current Grading Period (90-100)
- ✓ Developing Skills and Concepts for Current Grading Period (70-89)
- Ø Not Demonstrating Skills and Concepts for Current Grading Period (0-69)

2. GRADE TWO

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

<u>Grade</u>	<u>Grade Range</u>	<u>Description</u>
A	90-100 (Mastery)	-Outstanding Progress  -Consistently demonstrates in-depth understanding of concepts, processes, and skills

B	80-89	-Above Average Progress -Often demonstrates an understanding of concepts, processes, and skills
C	70-79 (Proficiency)	-Average Progress -Demonstrates a developing understanding of concepts, processes, and skills
D	60-69	-Lowest Acceptable Progress -Demonstrates a beginning understanding of concepts, processes, and skills
U	0-59	-Non-completion of important components of tasks -Demonstrates little or no understanding of 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.
I		-In progress toward grade level proficiency in skills and concepts

### 3. GRADES THREE, FOUR, AND FIVE

The following grade and quality point system shall be used in determining letter grades for grades 3, 4 and 5 and honor roll for grades 4, and 5. To average grades for honor roll determination, quality points will be assigned to each letter grade.

The following key is to be used:

<u>Grade</u>	<u>Grade Range</u>	<u>Quality Points</u>	<u>Description</u>
A	90-100	4.0	<ul style="list-style-type: none"> <li>• Outstanding Progress (Mastery)</li> <li>• Completes all important components of tasks</li> <li>• Consistently demonstrates in-depth understanding of concepts, processes, and skills</li> <li>• Frequently initiates strategies, interpretation, or extensions related to concepts</li> </ul>
B	80-89	3.0	<ul style="list-style-type: none"> <li>• Above Average Progress</li> <li>• Completes most important components of tasks</li> <li>• Often demonstrates an understanding of concepts/processes, but may overlook/misunderstand some ideas and skills</li> </ul>
C	70-79	2.0	<ul style="list-style-type: none"> <li>• Average Progress (Proficiency)</li> <li>• Completes some important components of tasks</li> </ul>

			<ul style="list-style-type: none"> <li>• Demonstrates a developing understanding of concepts, processes, and skills</li> </ul>
D	60-69	1.0	<ul style="list-style-type: none"> <li>• Lowest Acceptable Progress</li> <li>• Completes minimal important components of tasks</li> <li>• Demonstrates a beginning understanding of concepts, processes, and skills</li> </ul>
F	0-59	0.0	<ul style="list-style-type: none"> <li>• Non-completion of important components of tasks</li> <li>• Demonstrates little or no understanding of concepts, processes, and skills</li> </ul>
NG			<ul style="list-style-type: none"> <li>• 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.</li> </ul>
I			<ul style="list-style-type: none"> <li>• In progress toward grade level proficiency in skills and concepts</li> </ul>

#### 4. SUBJECT/GRADE IDENTIFICATION

The progress of students in grades kindergarten through 5 will be evaluated in each subject area as aligned to the adopted state standards.

Grade 2 will use letter grades of A, B, C, D, U, I, for the subject areas of reading, language arts, science, social studies, and mathematics. Progress indicators are used for art, music, and physical education.

Grades 3, 4, and 5 will use letter grades of A, B, C, D, F, I, 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 grades kindergarten through 5 will be based on the following numerical designations:

Satisfactory	1
Needs Improvement	2
Unsatisfactory	3

#### 5. DISTRICT HONOR ROLL IDENTIFICATION

- a. Honor roll students will be identified in grades 4 and 5 using the following criteria:
  - must-maintain an average of 3.0 or above quality points;
  - one letter grade of C is permissible;
  - letter grades of D, F, or I are not permissible;
  - must maintain subject area effort grades of satisfactory (1);
  - one subject area effort grade of needs improvement (2) is permissible; and
  - all Personal Development ratings of satisfactory (1).
- b. Each school is encouraged to celebrate student achievement through a variety of school based activities.

#### D. ASSESSMENT, INTERVENTION, AND ACCELERATION

Each student must participate in the statewide, standardized assessments required by statute. The School Board shall allocate remedial and supplemental instructional 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 s. 1008.25(2)(b), F.S. Each student who does not meet district or state specific levels of performance in English Language Arts and mathematics for each grade level or who scores below Level 3 in English Language Arts or mathematics 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 PMP. 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 English Language Arts, science, social studies, and mathematics for each grade level; and
  - b. the Commissioner of Education for statewide, standardized assessments at selected grade levels.

The teacher will identify as soon as possible, for the principal or designee 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 daily intensive reading instruction immediately following the identification of the reading deficiency (this instruction should take place in addition to the 90 minute reading block).
- 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. **ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS**

a. **Overview**

The Volusia County School District will provide academically challenging curriculum and accelerated instruction to eligible public school students in grades K-12. Eligibility requirements and procedures have been established by the District according to s. 1002.3105, F.S. ACCEL options include, but are not limited to, whole grade and mid-year promotion; subject matter acceleration; virtual instruction; and the Credit Acceleration Program. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering and mathematics coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction; rigorous industry certification that are articulated to college credit and approved pursuant to ss. 1003.492 and 1008.44, F.S.; work-related internships or apprenticeships; curriculum compacting, advanced content instruction, telescoping curriculum, and access to participate in, statewide, standardized EOC assessments.

b. **Eligibility**

Any student currently enrolled in a Volusia County school may apply for acceleration opportunities. To initiate the request for such opportunities, the student's parent/guardian must submit a written request to the principal or designee of the student's school of enrollment.

Eligibility for one or more acceleration opportunities is determined by, but not limited to, the following:

- (1) data indicating that the student has the ability to perform above grade level;
- (2) score of Level 3 or above on statewide, standardized assessments;
- (3) academic requirement(s) for selected program(s) have been met; and
- (4) Recommendation of the Education Plan (EP) committee for gifted students, if applicable.

c. **Procedures**

Upon receipt of the written parent/guardian request for acceleration, the procedural requirements for whole grade, mid-year, and/or subject area acceleration are as follows:

- (1) Whole grade/mid-year acceleration
  - (a) A school-based data review occurs.
  - (b) The principal or designee determines student eligibility, following guidelines provided by the district.
  - (c) The principal or designee submits a signed Change Form and student data to the District Promotion/Retention Review Committee.
  - (d) The District Promotion/Retention Review Committee meets to review data and determine placement.
  - (e) The principal or designee will contact the parent/guardian with District Promotion/Retention Review Committee results.
- (2) Subject area acceleration
  - (a) A school-based data review occurs.
  - (b) The principal or designee determines student eligibility, following guidelines provided by the district.
  - (c) The principal or designee, in conjunction with parent/guardian and student, develops an acceleration plan and timeline.
  - (d) The principal or designee approves and signs the acceleration plan.
  - (e) Ongoing progress monitoring occurs.
  - (f) Upon successful completion of the advanced subject area content, the student will be placed in the next sequential course with ongoing monitoring.
- (3) Appeal Process

Students who do not successfully meet the outlined eligibility requirements may appeal the decision. Parents/Guardians of these students should contact the principal or designee who will submit required documentation to the District Promotion/Retention Review Committee.

#### 4. PROGRESS MONITORING PLAN (PMP)

A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement: 1). A federally required student plan such as an IEP; 2). A school-wide system of progress monitoring for all students, except for students who score Level 4 or above on the English Language Arts and mathematics assessments. These students may be exempt from participation by the principal or designee; or 3). An individualized PMP.

- a. Each school will have a school-wide PMP. If the school-wide PMP needs to be modified for an individual student, the school in which the student is enrolled must develop, in consultation with the parent/guardian, and must implement a PMP designed to assist the student in meeting state and district expectations for proficiency in English Language Arts, mathematics, social studies, and/or science.

Whatever the format, the PMP should clearly identify the specific diagnosed academic needs to be remediated; clearly identify the success-based intervention strategies to be used; clearly identify a variety of remedial instruction to be provided; and clearly identify the monitoring and reevaluation activities to be employed.

- b. The parent/guardian 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/guardian:
  - (1) that his or her child has been identified as having a substantial deficiency in reading
  - (2) a description of the current services that are provided to the child;
  - (3) a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
  - (4) the student's reading proficiency must be monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district;
  - (5) that the statewide, standardized assessment is not the sole determiner of promotion
  - (6) 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
  - (7) strategies for parents/guardian to use in helping their child succeed in reading proficiency.
  - (8) The district's specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate

mastery of Florida's academic standards for English Language Arts. A parent/guardian of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. School personnel must use all available resources to achieve parent/guardian understanding and cooperation regarding the PMP.

(9) The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated the ability to read at grade level.

5. LIMITED ENGLISH PROFICIENT STUDENTS/ENGLISH LANGUAGE LEARNERS

Each student classified as limited English proficient or ELL is required to have an individualized ELL/LEP student plan, which must include results of language proficiency, academic assessments, and must also outline the instructional services to be provided. The ELL/LEP student plan may serve as the PMP if it addresses the student's academic needs in English Language Arts, science, social studies, and mathematics.

6. EXCEPTIONAL STUDENT EDUCATION

Each student identified as a student with a disability is required to have an IEP, which must include results of academic assessments 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 PMP, outlining the progression of skills for students through long and short term goals/objectives within the IEP. The goals/objectives aligned to the progression of skills address the current academic standards the student is functioning on and provide the steps for the student to achieve grade level standards.

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 for Exceptional Students.

E. STUDENT PROGRESSION IN THE ELEMENTARY GRADES

1. PROMOTION

a. Promotion to the Next Grade Level

The teacher recommends promotion based on satisfactory performance on the following: grade level adopted state standards, district-wide assessments, classroom work, observations, tests, and other relevant achievement data. Student promotion is also based upon an evaluation of the student's satisfactory performance toward grade level adopted state standards and levels of performance on statewide, standardized assessments in English Language Arts, 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 or designee.

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 of Students with Disabilities

Determination of the appropriate progression of a student with a disability will be based on a preponderance of data to be gathered by the student's teacher, including IEP progress. The exceptional education teacher and/or the general education teacher has the responsibility to gather the preponderance of data to determine each student's level of performance and ability to function academically at the next grade level. Preponderance of data will be submitted for review by the principal or designee and the District Promotion/Retention Review Committee. 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 for Exceptional Students.

c. Promotion of ELL/LEP Students

All students will have equal access to the appropriate instructional programs. ELL students who have had less than two years of instruction in an ESOL program based on the initial date of entry into a school in the United States (DEUSS date) are exempt from Mandatory Grade 3 Retention. ELL students will not be retained due to limited English proficiency. The instruction shall be designed to develop the student's mastery of the four language domains skills, including listening, speaking, reading, and writing, as rapidly as possible.

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

- (1) A recommendation for promotion during the year can be submitted by the principal or designee to the District Promotion/Retention Review Committee for determination of final grade placement with the permission of the parent/guardian, when the required grade level standards and expectations have been met. A recommendation for a change of grade placement to a lower grade level can be submitted by the principal or designee to the District Promotion/Retention Review Committee Chairperson for determination of final grade placement, 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. For students with disabilities, a case review by an ESE designee must occur before the District Promotion/Retention Review Committee meets. Input will be provided to the committee chair by the ESE designee after the review is complete. Once the District Promotion/Retention Review Committee determines the appropriate grade in which to place the student with disabilities, the IEP team will meet to discuss the level of service needed for such placement. This IEP meeting shall be facilitated by a District Placement Specialist.

- (2) A recommendation 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. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4 using local assessments.

- (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 grade 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 rule 6A-1.094222, F.A.C. 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 adopted 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 statewide, standardized reading assessment. This includes multiple choice, short response, and extended response items and passages that are approximately fifty (50) percent literary text and fifty (50) percent informational 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 adopted state standards. For each benchmark, there must be two examples of mastery as demonstrated by a grade of C or better; and

- (iv) be signed by the teachers and the principal or designee 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 PMP 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.
- (f) The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized EOC, if the student attains a score of Level 3 or above on the assessment.

## 2. RETENTION

A student in any elementary grade who does not meet the required levels of performance on statewide, standardized assessments in English Language Arts, science, and mathematics, as defined by the Commissioner of Education, and who fails to meet satisfactory grade level performance on adopted state standards, classroom work, observational data by certified staff, tests, district assessments, and other relevant data, may be retained with approval of the principal or designee 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. It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal or designee and parents/guardians, those students who do not appear to be making satisfactory progress towards achieving course objectives. For those students, the teacher should reference the district's PMP for interventions. When the PMP is unsuccessful in meeting the student's needs, the student should be referred to the school's Problem Solving Team (PST). This team will further analyze barriers to academic success, develop targeted interventions, monitor the student's response to interventions, and refer for evaluation if deemed appropriate.

- a. An appropriate alternative placement must be provided for a student who has been retained two or more years. In all such retention situations, there must be evidence of interventions beyond the core curriculum. Evidence of these interventions, and documentation of the student's response to these interventions, must be placed in the student's cumulative folder.
- b. Mandatory Grade 3 Retention (as required by s. 1008.23, F.S.)
  - (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 student must be retained.
  - (2) Grade 3 students may only be exempt from mandatory retention for the following reasons:
    - (a) ELL/LEP students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States (DEUSS date);
    - (b) students with disabilities whose IEP 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 SAT 10 as a locally administered alternative assessment for good cause exemption, the student must score at or above the 45<sup>th</sup> percentile on the SAT 10. For students transferring from another state, grade 3 SAT 10 scores may also be accepted as an exemption as long as the student has scored in the 45<sup>th</sup> percentile or higher;
    - (d) students who demonstrate through a student portfolio that they are performing at least at Level 2 on the statewide, standardized English Language Arts assessment, as applicable under s.1008.22,F.S.;
    - (e) students with disabilities who participate in the statewide, standardized English Language Arts assessment who have an IEP or a Section 504 plan that reflects the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3, provided the application of federal law does not require otherwise;

- (f) students who have received intensive intervention and/or remediation in reading and English Language Arts 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;
- (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 or designee 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 PMP, IEP, if applicable, report card, or student portfolio.
  - (b) The school principal or designee 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 or designee determines that the student should be promoted, the school principal or designee shall make recommendations in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal or designee's recommendation in writing.
- (4) The parent/guardian 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 three examples of each identified statewide, standardized English Language Arts 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 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and strategies which include phonemic awareness, phonics, fluency, vocabulary, comprehension, integration of science

and social studies content within the 90 minute block, small group instruction, reduced teacher-student ratios, and ongoing and weekly progress monitoring in the manner described by the Department of Education. Other strategies may include 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 highly effective teacher as determined by student performance data and determined by the teacher performance evaluation under s.1012.34.

- (6) Retained grade 3 students who subsequently score at Level 1 on the required statewide, standardized assessment identified in s. 1008.22 F.S. will be provided an intensive acceleration class. The focus of the intensive acceleration class will be to increase the student's English Language Arts skill level at least two grade levels in one school year. This class should have a highly effective teacher as determined by the teacher's performance evaluation under s.1012.34. The intensive acceleration class must:
  - (a) be provided to any student in grade 3 who scores at Level 1 on the statewide, standardized English Language Arts assessment, as applicable under s. 1008.22 F.S. and who was retained in grade 3 the prior year because of scoring at Level 1 on the assessment;
  - (b) have a reduced teacher-student ratio;
  - (c) provide uninterrupted reading instruction for the majority of student contact time each day, with at least a 90 minute segment of uninterrupted time, and incorporate opportunities to master the grade 4 adopted state standards in other core subject areas;
  - (d) provide grade level work for the subject areas that are not at risk;
  - (e) use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; and
  - (f) provide intensive language and vocabulary instruction using a scientifically research-based program including use of a speech language clinician. This provision does not mandate the use of a speech language clinician, but rather allows the speech language clinician 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 language clinician.

### 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 if:
  - (1) it is determined that an ESE, ELL, or general education student exhibits an inability to complete identified standards and expectations, even with allowable modifications; or
  - (2) 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 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 PMP, except those who have an IEP or LEP Plan.
- e. The principal or designee makes the final decision regarding 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 for Exceptional Students.

### F. ONLINE LEARNING

Section 1002.321, Florida Statutes, related to digital learning requires districts to provide multiple opportunities for students to participate in virtual instruction. In an effort to personalize learning for students, the school district offers a variety of online programs that deliver content and/or instruction in virtual and blended settings. There are different eligibility criteria for each program. The purpose and description of each are as follows:

#### 1. VIRTUAL INSTRUCTION PROGRAM (VIP)

The VIP is one that takes place in an interactive learning environment created through technology in which the student and teacher are separated from each other by time or space or both. By their nature, virtual courses can be accessed from any location and during any time of the day. Virtual teachers primarily interact with and instruct students on an individual basis using different methods of communication at various times of the day. The VIP consists of full-time and part-time virtual instruction for students in grades K-12.

Students who enroll in the VIP must meet at least one of the following criteria specified in

Section 1002.455, F.S.:

- a. The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program (FEFP) surveys.
- b. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
- c. The student was enrolled during the prior school year in a school district virtual instruction program under this section or a K-8 virtual school program under Section 1002.415, Florida Statutes.
- d. The student has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year.
- e. The student is eligible to enter kindergarten or first grade.
- f. The student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or Florida Virtual School.
- g. Grades 2-5 students who wish to enroll in part-time options (individual online courses) must still meet one of the other eligibility criteria.

Enrollment for the VIP takes place during specific enrollment periods through an online process as published by the district at [www.volusiaonlinelearning.com](http://www.volusiaonlinelearning.com).

## 2. BLENDED LEARNING

Blended learning is a formal education program in which a student learns in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace; and at least in part at a supervised brick and mortar location away from home; and, the modalities along each student's learning path within a course or subject are connected to provide an integrated teaching experience.

More information regarding Online Learning programs is available at [www.volusiaonlinelearning.com](http://www.volusiaonlinelearning.com).

## G. WAIVER PROCESS

Major curriculum or schedule changes shall be subject to School Board Policy 809, School Advisory Councils.

## II.

STUDENT PROGRESSION  
MIDDLE GRADES 6 – 8A. ENTRANCE TO SCHOOL – TRANSFER OF GRADES – INCOMING TRANSFERS –  
COURSE/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 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.

## 1. ENTER 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, grade placement, and course 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. If all attempts to obtain transfer grades fail, student grades shall be validated through performance during the first grading period of their enrollment. Validation shall be based on performance in classes at the receiving school.

## b. NON-ACCREDITED SCHOOLS/HOME EDUCATION

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

1. Courses and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation. If validation of the official transcript or is deemed necessary, or if the student does not possess an official transcript, or is a home education student, courses shall be validated through performance during the first grading period at the receiving school, as outlined in subsection c.
2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level. At the end of his/her first grading period, the student should have a minimum grade of C in the course in order to receive credit for previous coursework. Students who do not meet this requirement shall have courses validated as outlined in subsection c.
3. 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 or designee, and parent/guardian:

- a. portfolio evaluation by the superintendent or designee;
- b. written recommendation by a Florida certified teacher selected by the parent/guardian and approved by the principal or designee;
- c. demonstrated performance in courses taken at other public or private accredited schools;
- d. demonstrated proficiencies on nationally-normed standardized subject area assessments;
- e. demonstrated proficiencies on the statewide, standardized assessments; or
- f. written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least 90 days from date of transfer to prepare for assessments outlined in paragraphs (c)(4) and (5) of this policy, if required.

## 2. TRANSFER OF GRADES

- a. Grades for a student who enrolls during the last 15 days of a grading period may be determined by the school district from which the student is transferring, or may be used in combination with the grades a student earns upon entering the receiving school. If the transferring school district will not issue grades for the student, the receiving school principal or designee may use appropriate assessment instruments to determine grades for the purpose of progression.
- b. For students classified as ELLs, the required programmatic assessment as outlined in Rule 6A-6.0902, F.A.C. should be used in awarding credit or validating transfer credit and/or grades. Each school shall seek to document the prior schooling experience of ELLs by means of school records, transcripts, and other evidence of educational experiences. Transfer credit may be validated through evidence of academic performance during the first grading period following the date of entry, Rule 6A-1.09941, F.A.C. At the end of the first grading period, the student should have a minimum grade of C in the course in order to receive credit for previous coursework.
- c. The school shall award equal credit for courses taken in another country, or a language other than English, as they would for the same courses taken in the United States or in English. For foreign-born students, the same district adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States. Students classified as ELL shall be placed in the appropriate language arts through English for Speakers of Other Languages (ESOL) courses or language arts courses, and core subject area courses based on their assigned grade level and appropriate assessment scores. Language arts courses completed in languages other than English which include literature, composition, and technical texts should be used to document completion of required courses in English.
- d. Out-of-state and private school transfer students who have been administratively assigned to the next grade level, or who have been retained, must successfully complete all failed core courses (mathematics, language arts, science, and social studies)

required for middle school promotion in order to be promoted to 9<sup>th</sup> grade.

- e. Out-of-state and private school transfer students who have been academically promoted to the next grade level are considered to have successfully completed the four required core courses for the preceding middle school year(s). ELL students may not be placed in a lower grade level due to lack of English language proficiency.
- f. The transfer of grades of students of military families shall be done in accordance with the Interstate Compact on Educational Opportunity for Military Children.
- g. For out of country transfer students whose educational records are unobtainable, the receiving school counselor/administrator shall conduct a review of any available academic history of the student's educational records to determine appropriate grade level, subject, and possible ESOL and ESE program placement (State Board Education Rule 6A-6-6.0902 (3)(b)). Parental input regarding educational background may be taken into consideration, especially if transcripts, records, or report cards are not readily available.

### 3. TRANSFER CREDITS AND END-OF-COURSE (EOC) ASSESSMENTS

If a student transfers into a Florida middle school from out of the country, out of state, a private school, or from home school, and that student's transcript shows credit received in a high school course in which an EOC assessment is administered, the school must adhere to the guidelines found in Section III of this document.

### 4. HEALTH CERTIFICATION/PROOF OF 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.

## B. REQUIRED PROGRAM OF STUDY

### 1. INSTRUCTIONAL DAY

- a. Successful course completion is based upon student progression toward mastering the standards.
- b. Early dismissal of school occurs only by specific action of the school board or as authorized by the superintendent or designee.
- c. A student participating in part-time virtual instruction must have the course added to his/her daily schedule. Schools may not require a student to participate in a virtual course beyond the school day.

### 2. REQUIRED COURSES

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

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

English Language Arts

Mathematics

Science Reading

\*Social Studies Physical

Education

Band, Chorus, Orchestra, Art, Career and Technical, or other courses

Students required to retake a core course, except for intensive reading, may substitute the core course for an elective.

\*The required career planning component for middle school students is infused into the middle school social studies curriculum and will result in the completion of a personalized four-year academic and career plan. This component must inform students of high school graduation requirements, high school assessment, and college entrance test requirements, Florida Bright Futures Scholarship requirements, state university and Florida college entrance requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, dual enrollment, career academy opportunities, and career themed courses that lead to national industry certification. Beginning with students entering grade 6 in the 2012-2013 school year, one of the social studies courses must be a civics education course. A middle grade student who transfers into the state's public school system from out of the country, out of state, a private school, or a home school education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

Grade 8 students who score at Level 4 or 5 on the statewide, standardized English Language Arts assessment in grade 7 may substitute a course in foreign language or other district-approved course 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 or designee.

Students are eligible to waive the physical education requirement if any of the following criteria are documented:

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

Where a student seeks to waive the physical education requirement, placement in an alternate course will be based upon seat availability.

Assessment results are used to advise students of any identified deficiencies and to provide appropriate instruction. The District K-12 Reading Plan provides that students who score Level 1 or Level 2 on the statewide, standardized assessments in English Language Arts must be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. The need for remediation supersedes enrollment in physical education or elective/exploratory courses.

Credit recovery programs will be available for students to receive intensive intervention.

- Each school serving middle grades 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 statewide, standardized English Language Arts assessment 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.
- The allocation of interventions and supplemental instructional resources shall occur for students who fail to meet performance levels required for promotion, consistent with the district school board's plan for student progression.

Students taking high school courses in middle school will be awarded high school credit upon successful completion of the course. If a grade of B or higher is earned in the course, it cannot be repeated. High school courses taken in middle school in which a student has earned a C or D may be retaken in middle school or high school. If retaken in middle school, it will count as one of the required courses for middle school promotion.

### 3. INSTRUCTIONAL SEQUENCES—DIGITAL TOOLS

Digital tools provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards required pursuant to ss. 1003.41, F.S. and 1003.4203 through attainment of industry certifications and other means of demonstrating credit requirements identified under ss. 1002.3105, 1003.4203, 1003.428, and 1003.4282, F.S.

### 4. END-OF-COURSE ASSESSMENTS

- a. Final exams that cover the course performance standards as aligned with the adopted state standards are required in all year-long courses in grades 6-8. The district may require common district assessments in selected courses. The assessment grade will count as a major test grade in determining the student's grade for the last marking period. The assessment will be given during a specific window of time during the last grading period. No student should be required to take more than two assessments in one school day.
- b. All students enrolled in Algebra 1 or an equivalent course must take the statewide, standardized Algebra 1 EOC assessment. To earn high school credit for Algebra 1, a middle grades student must take the statewide, standardized Algebra 1 EOC assessment and pass the course. Beginning with the 2013-2014 school year, a student's performance on the Algebra 1 EOC assessment constitutes 30% of the student's final course grade.

- c. Beginning with the 2012-2013 school year, to earn high school credit, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.
- d. Beginning with the 2012-2013 school year, to earn high school credit, a middle grades student must take the statewide, standardized Biology EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.
- e. Beginning with the 2013-2014 school year, a student's performance on the statewide, standardized Civics EOC assessment will constitute 30% of the student's final course grade in the Civics course.
- f. Successful completion of a middle grades course is determined by the grade in the course, and not contingent upon the student's performance on the statewide, standardized assessment.
- g. Students in grades 6-8 who earned high school credit for a Geometry or Biology 1 course before the 2010-2011 school year are not subject to the EOC requirements, unless they are striving to earn Scholar Designation.
- h. Students enrolled in a course, as specified in the course code directory, with an associated statewide, standardized EOC assessment, must take the EOC assessment for such course and may not take the corresponding subject or grade- level statewide, standardized assessment.
- i. The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra 1, Algebra 2, Geometry, Biology 1, and/or U.S. History if the student attains a score of Level 3 or above on the statewide, standardized EOC assessment.
- j. Students with disabilities may be considered for an EOC waiver as described in Section IV. All statewide EOCs will be given in accordance with state statute.

#### 5. MAKE-UP WORK REQUIREMENTS DUE TO ABSENTEEISM

Students must be able to make up work that is assigned on the day(s) of absence. Students must have the opportunity to earn full credit for make-up assignment(s). The teacher shall specify a reasonable period of time for completion of make-up work. In no case shall the time be less than one full calendar day for each day missed. The principal or designee shall have the authority to modify these conditions in the case of a demonstrated hardship. The principal or designee's decision shall be final.

#### 6. LIMITED ENGLISH PROFICIENT STUDENTS/ENGLISH LANGUAGE LEARNERS

The Florida Consent Decree and the State Board of Education rules will be the guidelines to provide instruction to ELLs. All students will have equal access to the appropriate instructional programs. ELL students will not be restricted because of limited English proficiency. Instruction shall be designed to develop the student's mastery of the four language domains, including listening, speaking, reading, and writing, as rapidly as possible.

## 7. EXCEPTIONAL STUDENT EDUCATION PROGRAM

A student may not be given special instruction or services as an exceptional student with a disability until after he/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.

Gifted students will follow the Student Progression Plan for general education students. Any deviation from the Student Progression Plan shall be documented in the student's Educational Plan (EP).

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 for Exceptional Students.

## 8. PARTICIPATION IN THE STATEWIDE ASSESSMENT PROGRAM

All students are expected to participate in the statewide assessment program, except for students with an active Individual Education Plan (IEP) for whom alternative assessment has been identified on the IEP.

## C. DISTRICT GRADE SCALE AND QUALITY POINT VALUE

1. Letter grades are a reflection of a student's level of academic achievement on the course's performance standards as defined in the middle school curriculum 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:

<u>Grade</u>	<u>Grade Range</u>	<u>Quality Points</u>	<u>Description</u>
A	90-100	4.0	Outstanding Progress (Mastery)
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress (Proficiency)
D	60-69	1.0	Lowest Acceptable Progress
F	0-59	0.0	Failure
I*		0.0	In progress toward grade level proficiency in skills and concepts
WP			Any student who withdraws from a virtual course after 14 days will receive a WP if passing the course. The WP will be recorded in the student's academic history.

\* Grades of “I” are calculated as “F’s”

2. 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 designations: Conduct is satisfactory	1
Conduct needs improvement	2
Conduct is unsatisfactory	3

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

- an average of 3.0 or above quality points;
- no letter grade of D, F, or I; and
- 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, INTERVENTION, AND ACCELERATION

Each student must participate in the statewide, standardized assessments 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 a PMP. This shall include students who are identified as homeless.

##### 1. EARLY ASSESSMENT

It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal or designee and parents/guardians, those students who do not appear to be making satisfactory progress toward achieving course objectives. For these students, the teacher should reference the district’s PMP for interventions. When the PMP is unsuccessful in meeting the student’s needs, the student should be referred to the school’s Problem Solving Team (PST). This team will further analyze barriers to academic success, develop targeted interventions, monitor the

student's response to interventions, and refer for evaluation if deemed appropriate.

## 2. REMEDIATION OF STATEWIDE ASSESSMENT STANDARDS

District procedures will be followed to ensure student mastery/proficiency of performance standards required on the statewide assessments. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide, standardized assessments in English Language Arts, science, social studies, 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. ACCEL OPTIONS

### a. Overview

The Volusia County School District will provide academically challenging curriculum and accelerated instruction to eligible public school students in grades K-12. Eligibility requirements and procedures have been established by the District according to s. 1002.3105, F.S. ACCEL options include, but are not limited to, whole grade and mid-year promotion, subject matter acceleration, virtual instruction, and the Credit Acceleration Program. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering and mathematics coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.492 F.S. and 1008.44, F.S.; work-related internships or apprenticeships; curriculum compacting, advanced content instruction, telescoping curriculum, and access to participate in the statewide, standardized EOC assessments.

### b. Eligibility

Any student currently enrolled in a Volusia County School may apply for acceleration opportunities. To initiate, the student's parent/guardian must submit a written request to the principal/designee of the student's school of enrollment.

Eligibility for one or more acceleration opportunities is determined by, but not limited to, the following:

- (1) data indicating that the student has the ability to perform above grade level;
- (2) score of Level 3 or above on statewide, standardized assessments;
- (3) academic requirement(s) for selected program(s) have been met; and
- (4) recommendation of the EP committee for gifted students, if applicable.

### c. Procedures

Upon receipt of the written parent/guardian request for acceleration, the procedural requirements for whole grade and mid-year, acceleration are as follows:

- (1) A school-based data review occurs.
- (2) The principal or designee determines student eligibility, following guidelines provided by the district.
- (3) The school counselor, in conjunction with parent/guardian and student, develops an acceleration plan and timeline.
- (4) The principal or designee approves and signs the acceleration plan.
- (5) The principal or designee contacts the parent/guardian regarding approval.
- (6) If the student successfully completes the plan, he/she will be placed in the next sequential course or grade level.
- (7) Students who do not successfully meet the outlined eligibility requirements may appeal the decision. Parents/Guardians of these students should contact the principal or designee, who will submit required documentation to the District Promotion/Retention Review Committee.

4. **PROGRESS MONITORING PLAN (PMP)**

- a. When required, the school in which the student is enrolled must develop, in consultation with the parent/guardian, a PMP designed to assist the student in meeting state and district expectations for proficiency.
- b. Whatever the format, the PMP should clearly identify the specific diagnosed academic needs to be remediated, clearly identify the success-based intervention strategies to be used, clearly identify a variety of remedial instruction to be provided; and clearly identify the monitoring and reevaluation activities to be employed.
- c. If the student is identified as having a deficiency in reading, the PMP shall identify the student's specific area of weakness in (1) phonemic awareness, (2) phonics, (3) fluency, (4) comprehension, and (5) vocabulary. The reading PMP 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.
- d. Upon subsequent evaluation, if the documented reading deficiency has not been remediated in accordance with the PMP, the school must continue to provide the student interventions or supplemental instruction until the expectations are met. Each student who does not meet the minimum performance expectations defined by the State Board of Education in English Language Arts, science, and mathematics must continue to be provided with interventions or supplemental instruction until the expectations are met, or the student graduates from high school, or the student is not subject to compulsory school attendance.

- e. Middle grade students who score a Level 1 or Level 2 on the statewide, standardized Language Arts assessment must enroll in and complete a remedial course or a content area course in which remedial strategies are integrated into the course content. Students who earn statewide, standardized English Language Arts assessment Levels 3, 4, or 5 will take one identified course, as approved by the superintendent or designee, as their reading course.

Middle grade students who score a Level 1 or Level 2 on the statewide, standardized mathematics assessment must enroll in and complete a remedial course or a content area course in which remedial strategies are integrated into the course content.

Students scoring below proficiency on statewide, standardized assessments may be recommended to attend remediation programs held before or after school hours or during the summer, including competency-based credit recovery courses.

#### 5. LIMITED ENGLISH PROFICIENT STUDENTS/ENGLISH LANGUAGE LEARNERS

Each student classified as limited English proficient or ELL is required to have an individualized ELL/LEP student plan, which must include results of language proficiency, academic assessments, and must also outline the instructional services to be provided by including the student's academic schedule. The ELL/LEP student plan may serve as the PMP if science, social studies, and mathematics.

#### 6. EXCEPTIONAL STUDENT EDUCATION

Each student identified as a student with a disability is required to have an IEP, which must include results of academic assessments and must also outline the instructional services to be it addresses the student's academic needs in English Language Arts provided. With the exception of students identified as speech impaired only, the IEP will serve as the PMP, outlining the progression of skills for students through long and short term goals/objectives within the IEP. The goals/objectives aligned to the progression of skills will address the current academic standards the student is functioning on and will provide the steps for the student to achieve grade level standards.

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 for Exceptional Students.

### E. STUDENT PROGRESSION IN THE MIDDLE GRADES

#### 1. PROMOTION

- a. Satisfactory course completion is based on the student meeting the following criteria:
  - Demonstrate satisfactory performance toward the state identified student performance standards as aligned with the adopted state standards for each course used to satisfy course requirements. Teacher observation of student products indicating knowledge, teacher tests, and other teacher-devised means can be used to determine student progress.
  - Demonstrate satisfactory progress on the uniform performance standards as aligned

with the adopted state standards in each course as determined by teacher assessment as described above.

- Pass each course based on the district adopted grade scale.
- Maintain attendance as prescribed by school board policy.

b. High School Credit

A student who successfully completes a high school course while in middle school may receive a middle school credit and high school credit for that course. In order to receive high school credit, students are subject to the EOC requirements, as outlined in Section III.

c. Promotion to the Next Grade Level

In order to be promoted from grade 6 to grade 7 to grade 8, all students must make satisfactory progress in at least five of seven courses per grade level to include at least three of the four core courses: English Language Arts, mathematics, science, and social studies.

In order to be promoted from grade 8 to grade 9, all middle school students must successfully complete the following in grades 6-8:

3 courses in English (Language Arts)

3 courses in Mathematics

3 courses in Science

3 courses in Social Studies (to include completion of one credit in civics and a career course with a four year plan)

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

A recommendation for promotion to the next grade during the year can be made by the principal(s) or designee with final approval made by the District Promotion/Retention Review Committee, considering the recommendation of the classroom teachers and with the permission of the parent/guardian when the performance standards have been met. A recommendation for a change of grade placement to a lower grade during the school year can be made by the principal(s) or designee, with final approval made by the District Promotion/Retention Review Committee, considering the recommendation of the principal or designee and classroom teachers, 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. For students with disabilities, a case review by an ESE designee must occur before the District Promotion/Retention Review Committee meets. Input will be provided to the committee chair by the ESE designee after the review is complete. Once the District Promotion/Retention Review Committee determines the appropriate grade in which to place the student with disabilities, the IEP team will meet to discuss the level of service needed for such placement. This IEP meeting shall be facilitated by a District Placement Specialist.

- e. Beginning with the 2011-2012 school year, each school board shall provide students in grades 6 through 12 and their parents/guardians with information concerning high school graduation options.

## 2. RETENTION

A student who does not meet the established criteria for promotion for his or her grade level will be retained. It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal or designee and parents/guardians, those students who do not appear to be making satisfactory progress towards achieving course objectives. For those students, the teacher should reference the district's PMP for interventions. When the PMP is unsuccessful in meeting the student's needs, the student should be referred to the school's Problem Solving Team (PST). This team will further analyze barriers to academic success, develop targeted interventions, monitor the student's response to interventions, and refer for evaluation if deemed appropriate.

- 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
- c. retained two or more years. In all retention situations, there must be evidence of interventions beyond the core curriculum. Evidence of these interventions and the documentation of the student's response to these interventions must be placed in the student's cumulative folder. The student's permanent record card and report card shall show "Retained in the Same Grade."
- d. A parent/guardian shall be notified in writing of the student's retention.

## 3. ADMINISTRATIVE ASSIGNMENT (GRADES 6-7 or 7-8)

- 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 if:
  1. it is determined that an ESE, ELL, or general education student exhibit a lack of proficiency in identified standards and expectations, even with allowable modifications; or
  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 principal or 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.
- e. All administratively assigned students must have a revised PMP, except those who have an IEP or LEP/ELL Plan.
- f. The principal or designee makes the final decision regarding administrative assignment and the student's permanent record card and report card shall show "Administratively

Assigned to the Next Grade Level”.

- g. Students who have been administratively assigned from grade 6 to grade 7 or grade 7 to grade 8 must successfully complete all failed courses (mathematics, English Language Arts, science, and social studies) required for middle school promotion in order to be promoted to the ninth grade.
- h. Students who successfully complete a core course are not required to repeat that course the following year, regardless of grade placement.

#### F. ONLINE LEARNING

Section 1002.321, Florida Statutes, related to digital learning requires districts to provide multiple opportunities for students to participate in virtual instruction. In an effort to personalize learning for students, the school district offers a variety of online programs that deliver content and/or instruction in virtual and blended settings. There are different eligibility criteria for each program. Each of these programs will fulfill the online graduation requirement for students enrolled in a course for high school credit as per section 1003.428 F.S. The purpose and description of each are as follows:

##### 1. VIRTUAL INSTRUCTION PROGRAM (VIP)

The VIP is one that takes place in an interactive learning environment created through technology in which the student and teacher are separated from each other by time or space or both. By their nature, virtual courses can be accessed from any location and during any time of the day. Virtual teachers primarily interact with and instruct students on an individual basis using different methods of communication at various times of the day. The VIP consists of the following:

- Full-time and part-time virtual instruction for students in grades K-12; and
- full-time or part-time virtual instruction for students enrolled in dropout prevention, academic intervention programs, and Department of Juvenile Justice (DJJ) programs; core courses to meet class size requirements and grades K-12 courses offered by Florida College System institutions for this program.

Students who enroll in one of these options must meet at least one of the following criteria specified in Section 1002.455, F.S.:

- a. The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program (FEFP) surveys.
- b. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
- c. The student was enrolled during the prior school year in a school district virtual instruction program under this section or a K-8 virtual school program under Section 1002.415, Florida Statutes.
- d. The student has a sibling who is currently enrolled in the school district virtual

instruction program and that sibling was enrolled in such program at the end of the prior school year

Enrollment for the VIP takes place during specific enrollment periods through an online process as published by the district at [www.volusiaonlinelearning.com](http://www.volusiaonlinelearning.com).

## 2. BLENDED LEARNING

Blended learning is a formal education program in which a student learns in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace; and at least in part at a supervised brick and mortar location away from home; and, the modalities along each student's learning path within a course or subject are connected to provide an integrated teaching experience.

Successful completion of a district-approved blended learning course will fulfill the online graduation requirement for students who are enrolled for high school credit. There are various models of blended learning throughout many schools and alternative programs. Some of those models include, but are not limited to, the following:

- a. Identified courses/instructors (K-12) utilizing online content in a district-approved blended learning model;
- b. eLearning east and west are programs of choice for students with 12 or more credits who require an alternative environment in an effort to graduate on time with their cohort group;
- c. Credit Retrieval through secondary Online Learning Labs is available for students in grades 6-12 who have failed part or whole courses required for promotion and/or graduation. Students are scheduled into the Online Learning Lab during the school day according to recommended district guidelines and discretion of the school administration.

More information regarding Online Learning programs is available at [www.volusiaonlinelearning.com](http://www.volusiaonlinelearning.com).

## G. WAIVER PROCESS

Major curriculum or schedule changes shall be subject to School Board Policy 809, School Advisory Councils.

## III.

STUDENT PROGRESSION HIGH  
SCHOOL GRADES 9-12A. ENTRANCE TO SCHOOL – TRANSFER OF GRADES – INCOMING TRANSFERS –  
COURSE/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 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. A general education student may not remain in school more than five years past the school year he/she entered 9<sup>th</sup> grade, unless approved by the superintendent or designee

## 1. 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, grade placement, and course 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. If all attempts to obtain transfer grades fail, student grades shall be validated through performance during the first grading period of their enrollment. Validation shall be based on performance in classes at the receiving school.

## b. NON-ACCREDITED SCHOOLS/HOME EDUCATION

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

1. Courses and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation. 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, courses shall be validated through performance during the first grading period at the receiving school, as outlined in subsection c.
2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level. At the end of his/her first grading period, the student should have a minimum grade of C in the course in order to receive credit for previous coursework. Students who do not meet this requirement shall have courses validated as outlined in subsection c.
3. 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 or designee, and parent/guardian:

- a. portfolio evaluation by the superintendent or designee;
- b. written recommendation by a Florida certified teacher selected by the parent/guardian and approved by the principal or designee;
- c. demonstrated performance in courses taken at other accredited public or private schools, including courses taken through dual enrollment;
- d. demonstrated proficiencies on nationally-normed standardized subject area assessments;
- e. demonstrated proficiencies on the statewide, standardized assessment; or
- f. written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least 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 during his or her senior year 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 (Graduation Plan 99). 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 Volusia County School District 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. A student transferring into the district from an accredited institution must complete their last 3.5 credits from Volusia County Schools in order to receive a diploma from the Volusia County School District or be approved by the superintendent or designee. A student from another country may enroll in this district only if he/she has not already earned the equivalent of a high school or secondary degree from the sending school. A student transferring into the district from a non-accredited institution (including, but not limited to, homeschool) must earn his/her last seven credits from Volusia County Schools in order to receive a diploma from this district, unless approved by the superintendent or designee.

### 4. TRANSFER OF GRADES

- a. Grades for a student who enrolls during the last 15 days of a grading period may be determined by the school district from which the student is transferring, or may be used in combination with the grades a student earns upon entering the receiving school. If the transferring school district will not issue grades for the student, the receiving school principal or designee may use appropriate assessment instruments to determine grades for the purpose of progression. Transfer credit may be validated through evidence of academic performance during the first grading period following the date of entry, Rule 6A-1.09941, F.A.C. At the end of his or her first grading period, the student should have a minimum grade of C in the course in order to receive credit for previous coursework.
- b. For students classified as ELLs, the required programmatic assessment as outlined in Rule 6A-6.0902, F.A.C. should be used in awarding credit or validating transfer credit and/or grades. Each school shall seek to document the prior schooling experience of ELLs by

means of school records, transcripts, and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students.

- c. The school shall award equal credit for courses taken in another country or a language other than English as they would for the same courses taken in the United States or in English. For foreign-born students, the same district adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States. Students classified as ELL shall be placed in the appropriate language arts through English for Speakers of Other Languages (ESOL) courses or language arts courses, and core subject area courses based on their assigned grade level and appropriate assessment scores. Language arts courses completed in languages other than English which include literature, composition, and technical texts should be used to document completion of required courses in English.
- d. Students who have earned a terminal diploma or certificate equivalent to a high school diploma from another institution or from another country will not be eligible to enroll in a school in the Volusia County School District. These students will also be ineligible to participate in any school related activities and or programs.
- e. The transfer of grades of students of military families shall be done in accordance with the Interstate Compact on Educational Opportunity for Military Children.
- f. For out of country transfer students whose educational records are unobtainable, the receiving school counselor/administrator shall conduct a review of any available academic history of the student's educational records to determine appropriate grade level, subject, and possible ESOL and ESE program placement (See State Board Education Rule 6A-6-6.0902 (3)(b)). Parental input regarding educational background may be taken into consideration, especially if transcripts, records, or report cards are not readily available.

#### 5. TRANSFER CREDITS AND END-OF-COURSE (EOC) ASSESSMENTS

- a. Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school or a home school education program, and the student's transcript shows credit in Algebra 1, the student must take and pass the statewide, standardized Algebra 1 EOC assessment or earn a comparative score on another exam as provided for under S. 1008.228(8), F.S., in order to earn a Florida standard high school diploma – unless the student passed a statewide Algebra 1 assessment given by the transferring entity, or the student passed the high school mathematics assessment used by the transferring entity to meet ESEA/NCLB requirements. If a student's transcript shows a final course grade and credit in Algebra 1, the transferring course shall be honored without the EOC assessment results constituting 30% of the student's final grade.
- b. If a transfer student's transcript shows a final course grade and course credit in Geometry, Biology 1, U.S. History, or Algebra 2 the transferring course final grade and credit shall be honored without the student taking the requisite statewide EOC assessment and without the assessment results constituting 30% of the student's final course grade.
- c. A student must take and pass the 10<sup>th</sup> grade statewide, standardized English Language Arts assessment or earn a concordant score on the SAT or ACT, 10<sup>th</sup> grade ELA in order to earn a Florida standard high school diploma.

- d. Florida students who receive instruction at home and are registered appropriately with their district office as Home Education Program students, are eligible to participate in statewide assessments.
- e. Florida private school students do not participate in the statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. They may, however, participate in the statewide, standardized Algebra 1 EOC assessment to meet the graduation requirement if transitioning to, and graduating from, a public high school.

#### 6. HEALTH CERTIFICATION/PROOF OF 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. INSTRUCTIONAL DAY

- a. Credits are based upon student progression toward standards mastery during instructional hours. Students participating in academic instructional activities (field trips, school related sporting events, etc.) 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 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.
- c. A student participating in part-time virtual instruction must have the course added to his/her daily schedule. Schools may not require a student to participate in a virtual course beyond the school day.

#### 2. DIPLOMA AND DESIGNATION REQUIREMENTS

Each district school board must provide each student in grades 6-12 and their parents/guardians with information concerning Accelerated Graduation Options. Students will be required to indicate diploma and/or designation choice in writing for the following options:

- a. Standard High School Diploma – 24 credit

The 24 credits may be earned through applied, integrated, and career education combined courses approved by the Department of Education.

For students entering 9<sup>th</sup> grade in 2013-2014 and thereafter, the 24 credits shall be distributed as follows:

- 1. Earning four credits in English Language Arts (ELA), which must include ELA I, II, III

and IV or equivalent, applied, integrated, or accelerated courses, and passing the 10<sup>th</sup> grade statewide, standardized ELA assessment.

2. Earning four credits in mathematics, which must include one credit in Algebra 1 and one credit in Geometry. The statewide, standardized Algebra 1 and Geometry EOC assessments constitute 30 percent of the student's final course grade. Earning course credit is no longer contingent upon passing the EOC assessment; however, passing the EOC is a graduation requirement for Algebra 1. If a student enrolls in Algebra 2, the student must take the statewide, standardized Algebra 2 assessment, which will constitute 30 percent of the student's final course grade. Industry Certification courses that lead to college credit may substitute for up to two mathematics credits (not including Algebra 1 and Geometry), but will not count for meeting State University System (SUS) admissions requirements.
  3. Earning three credits in science, which must include one credit in Biology 1, one credit in a physical science course, and one additional science laboratory course. The statewide, standardized Biology 1 EOC assessment constitutes 30 percent of the student's final course grade. Industry certification courses that lead to college credit may substitute for up to one science credit (not including Biology 1), but will not count for meeting SUS admissions requirements.
  4. Earning three credits in social studies, which must include one credit in United States History, one credit in world history, one-half credit in United States Government, and one-half credit in Economics (which must include financial literacy). The statewide standardized United States History EOC assessment constitutes 30 percent of the student's final course grade.
  5. Earning one credit in fine or performing arts, speech and debate, or practical arts (practical arts courses that are identified in the course code directory).
  6. Earning one-half credit in physical education to include integration of health and one-half credit in Personal Fitness.
  7. Earning eight credits in electives. School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his/her area of interest, such as electives with a Science, Technology, Engineering, and Mathematics (STEM) or liberal arts focus, and must include opportunities to earn college credit or certifications.
  8. A minimum of one course must be earned through online learning. Students completing a virtual course or a blended learning course at their zoned school will have fulfilled this requirement. Students may meet this requirement by successfully completing a .5 semester course.
  9. Students who score Level 1 or Level 2 on the statewide, standardized assessments in English Language Arts or mathematics must be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.
  10. A cumulative grade point average (GPA) of 2.0 on a 4.0 scale.
- b. Accelerated (ACCEL) 18 Credit Diploma

Accelerated Option (replaces the college preparatory and the career preparatory 18-credit accelerated high school graduation option):

1. Florida's new high school standard diploma course requirements per cohort without the required physical education course, online graduation requirement, and only three credits in electives; and
2. a cumulative GPA of 2.0 on a 4.0 scale.

c. International Baccalaureate Diploma (IB)

1. IB students will have met graduation requirements with the successful completion of the IB curriculum including the Extended Essay, the Creativity Action Service (CAS) project, and sitting for required examinations in six subjects.
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 or Certificate. In order to earn an IB Diploma the student must pass at least three high-level examinations and three standard-level examinations (for a total of six), complete 150 CAS hours, complete a Theory of Knowledge (TOK) course, and submit an acceptable Extended Essay.
5. IB students working toward an IB Certificate must fulfill all Standard Diploma graduation requirements.
6. Receipt of an IB Diploma is accepted in lieu of all other requirements to earn the Florida Bright Futures Scholarship Program.
7. IB students may take AP examinations.

d. Scholar Designation

In addition to the requirements of s. 1003.4282, F.S. in order to earn the scholar designation, a student must satisfy the following requirements:

1. Mathematics – Students must earn one credit in Algebra II and one credit in Statistics or an equally rigorous course. Beginning with students entering grade 9 in the 2014-2015 school year, students must pass the Algebra II and Geometry statewide, standardized (EOC) assessments.
2. Science – Students must pass the statewide, standardized Biology 1 EOC assessment and earn one credit in Physics, Chemistry, or an equally rigorous course. However, a student enrolled in an AP or IB Biology course who takes the respective AP or IB assessment and earns the minimum score necessary to earn a college credit may meet the requirements without having to take the Biology 1 EOC assessment.

3. Social Studies – Students must pass the statewide, standardized U.S. History EOC assessment. However, a student enrolled in an AP or IB U.S. History course who takes the respective AP or IB assessment and earns the minimum score necessary to earn a college credit may meet the requirements without having to take the U.S. History EOC assessment.
4. Foreign Language – Students must earn two credits in the same foreign language.
5. Electives – Students must earn at least one credit in an AP, IB, AICE or dual enrollment course.

e. Merit Designation

1. Meet the requirements for a standard high school diploma based on the year the student entered high school as a 9<sup>th</sup> grade student, as modified (see requirements for each 9<sup>th</sup> grade cohort as outlined above).
2. Attain one or more industry certifications from the list established under s.1003.492.

f. Superintendent's Diploma of Distinction

Students who entered 9<sup>th</sup> grade prior to the 2015-2016 school year and 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:

1. successful completion of four AP courses to include at least two subject areas and score 3 or higher on at least three AP exams, in addition to meeting all requirements for a standard diploma;
2. maintaining a 3.0 or higher cumulative weighted GPA and a 3.0 weighted GPA in AP courses;
3. completion of 100 hours of community service; and
4. participation 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 superintendent or designee.

g. IB Certificate

Students who complete one or more IB course(s) may be eligible for an IB Certificate.

h. Standard Diploma for Students with Disabilities via Access Courses

A student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills, in addition to other options specified, which may be used to satisfy the standard high school diploma requirements, as specified in the student's IEP. Those options include:

1. a combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's

unique skills and abilities that meet the criteria established in State Board of Education (SBE) rule; and

2. a portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by SBE rule. A portfolio may include, but not be limited to, documentation of work experience, internships, community service, and postsecondary credit.

i. Standard Diploma for Students with Disabilities via Academic and Employment-Based Courses

A student with a disability, whose IEP team has determined mastery of academic and employment competencies is the most appropriate way for a student to demonstrate skills, the student must:

- complete the minimum number of graduation requirements, including the number of course credits established in SBE rule;
- document successful employment for the number of hours per week specified in the student's transition plan, equivalent of one semester, and payment of a minimum wage in compliance with the requirements of the Federal Fair Labor Standards Act; and

j. Certificate of Completion

1. A Certificate of Completion will be awarded to a student who meets all the requirements of a 24-credit standard high school diploma or an 18-credit high school diploma established by the school board but does not pass the applicable statewide, standardized assessments or who is otherwise eligible under s. 1003.428 and 1003.4282, F.S. Any student who meets the requirement for a Certificate of Completion may elect to remain in the secondary school either on a full-time or a part-time basis 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.
2. A Certificate of Completion, making the student eligible to take the P.E.R.T 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.
3. 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 statewide, standardized ELA assessment, may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to receive a standard high school diploma upon passage of the Grade 10 statewide, standardized ELA assessment or earn a concordant score on the SAT or ACT to satisfy the statewide, standardized ELA assessment requirement.

k. Special Diploma or Special Certificate of Completion

Students who entered high school before the 2014-15 school year may continue to pursue a special high school diploma Option 1, or during the year of the student's 16<sup>th</sup> birthday, a

special high school diploma Option 2 focusing on satisfactory performance towards the employment and community competencies. A special certificate of completion may be issued to students with disabilities 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.

1. General Educational Development Diploma (GED)

The GED is awarded to students based upon satisfactory completion of the high school equivalency exam. This program is designed for students who are in jeopardy of not graduating with a standard high school diploma and are more than two years behind their kindergarten cohort group. The Volusia County School District offers a high school equivalency exam only at Department of Juvenile Justice, Department of Corrections, and Stewart Marchman Center Residential facilities. Any other candidates who wish to take a GED test should contact Assessment Services at Daytona State College for GED registration/testing information.

Students enrolled in the aforementioned programs who are eligible for the GED must:

- be 16 years of age, or older, and currently enrolled in a PK-12 program;
- be enrolled in courses that meet high school graduation requirements;
- be over age for grade, behind in credits, low GPA, and in jeopardy of not graduating with their cohort group;
- have a minimum seventh grade reading level (9 grade reading level required before the high school equivalency exam can be administered), as documented by the Test of Adult Basic Education (TABE) reading component or other test to determine grade level proficiency;
- have acceptable scores on the official GED Ready Practice Tests;
- be recommended by the school counselor and/or principal or designee; and/or
- have parent/guardian permission.

m. The GED Exit Option

The GED Exit Option is offered only to high school students in DJJ programs who meet the following eligibility criteria:

- be 16 years of age, or older, and currently enrolled in a PK-12 program;
- be enrolled in courses that meet high school graduation requirements;
- be over age for grade, behind in credits, low GPA, and in jeopardy of not graduating with their cohort group;
- the class or peer group with whom they entered kindergarten is graduating, or has

graduated-;

- have a minimum seventh grade reading level (9<sup>th</sup> ninth grade reading level required before the high school equivalency exam can be administered), as documented by the TABE reading component or other test to determine grade level proficiency;
- have acceptable scores on the official GED Ready Practice Test;
- the student has completed a minimum of three years in high school;
- be recommended by the school counselor and/or principal or designee; and/or
- have parent/guardian permission.

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

### 3. 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 School Counseling 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 postsecondary education institution be enrolled for at least six semester credit hours; and not have been found guilty of a felony charge. Specific eligibility requirements for each of the three award programs are available from the School Counseling Office. An eligible recipient will receive a Bright Futures Scholarship award regardless of other financial aid or prepaid tuition contract.

### 4. COURSE OF STUDY/CREDITS

#### a. COURSE DEFINED/TIME REQUIREMENT FOR AWARDED 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. Florida law defines a full credit as a minimum of 135 hours (and a half-credit as a minimum of 67.5 hours) of instruction in a course of study.
- (2) Students may not enroll in a course for credit after the first grading period of the semester without approval from the K-12 Curriculum Director or designee.
- (3) A grade will be issued for courses dropped after the first grading period of the

semester. Appeal requests should be sent to the K-12 Curriculum Director or designee.

- (4) 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 dropout prevention program may be required to attend only the instructional periods offered in that program. The program must be approved by the Chief Academic Officer and the Area Superintendents or designees.

b. MAKE-UP WORK REQUIREMENTS DUE TO ABSENTEEISM

Students must be able to make up work that is assigned on the day(s) of absence. Students must have the opportunity to earn full credit for make-up assignment(s). The teacher shall specify a reasonable period of time for completion of make-up work. In no case shall the time be less than one full calendar day for each day missed. The principal or designee shall have the authority to modify these conditions in the case of a demonstrated hardship. The principal or designee's decision shall be final.

5. INSTRUCTIONAL SEQUENCES—DIGITAL TOOLS

Digital Tools provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards required pursuant to ss. 1003.41, F.S. and 1003.4203 through attainment of industry certifications and other means of demonstrating credit requirements identified under ss. 1002.3105, 1003.4203, 1003.428, and 1003.4282, F.S.

6. 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, adult basic education, GED preparation, and other courses identified as non-credit may not be used to fulfill graduation requirements.

7. LIMITED ENGLISH PROFICIENT STUDENTS/ENGLISH LANGUAGE LEARNERS

The Florida Consent Decree and the State Board of Education rules will be the guidelines to provide instruction to ELLs. All students will have equal access to the appropriate instructional programs. ELL students will not be restricted because of limited English proficiency. Instruction shall be designed to develop the student's mastery of the four language domains, including listening, speaking, reading, and writing, as rapidly as possible.

8. EXCEPTIONAL STUDENT EDUCATION PROGRAM

A student may not be given special instruction or services as an exceptional student with a disability 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.

Gifted students will follow the Student Progression Plan for general education students. Any deviation from the Student Progression Plan shall be documented in the student's Educational Plan (EP).

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 for Exceptional Students.

## 9. COURSE SUBSTITUTIONS AND WAIVERS

- a. For students who entered ninth grade in 2009-2010 and before, upon completion of the Junior Reserve Officers' Training Corps (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 for graduation.
- b. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education, to include personal fitness, if the student passes a competency test on personal fitness with a score of C or better. Interscholastic Sports Season 1 Waiver #1500410; Interscholastic Sports Season 2 Waiver #1500420; and/or Interscholastic Sports Complete Waiver # 1500430 are to be used.
- c. Completion of one semester with a grade of C or better in marching band class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan. The Marching Band Physical Education (PE) Waiver #1500440 is to be used.
- d. Completion of two years in a JROTC class shall satisfy the physical education and performing arts requirements. The student must still take the one-half credit requirement of Personal Fitness to complete the graduation requirement. JROTC PE Year 1 Waiver #1500450; JROTC PE Year 2 Waiver #1500460; and/or JROTC PE/Performing Arts Waiver #1500480 are to be used.
- e. A student who earns an industry certification, for which there is a statewide college articulation agreement, may substitute the certification for up to two math credits, except for Algebra 1 and Geometry. A student may also substitute the certification for one science credit, except for Biology. Requests for waivers should be sent directly to the Coordinator for Career & Technical Education and the Arts. Waiver #1200998 or 1200999 is to be used for math and #2000999 is to be used for science.
- e. Completion of one semester with a grade of C or better in a dance class shall satisfy one-half credit in PE or one-half credit in performing arts. The student must still take a one-half credit of Personal Fitness to complete the graduation requirement. Dance Waiver #1500445 is to be used.

## 10. 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.

#### 11. COURSE CREDIT

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

- a. more than one credit in exploratory vocational courses;
- b. more than three credits in practical arts or family and consumer science;
- c. study hall or other non-credit courses;
- d. more than a total of nine elective credits in remedial programs; or
- e. a Level 1 course during the 2013-2014 school year and thereafter. Credit for a standard diploma may be awarded for Level 1 courses that have been successfully completed prior to the 2013-2014 school year.

#### C. PROMOTION

##### 1. PROMOTION FROM GRADE LEVEL TO GRADE LEVEL

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

- 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 semester, may be reclassified 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.

##### 2. SATISFACTORY COURSE COMPLETION

- a. Satisfactory Course Completion Criteria

For satisfactory course completion, the student must:

- (1) demonstrate satisfactory performance toward the state identified student performance standards as aligned with the adopted 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 satisfactory performance on the uniform performance standards as aligned with the adopted state standards in each course as determined by teacher assessment as described above;
- (3) pass each course based on the district-adopted grade scale; and
- (4) maintain attendance as prescribed by school board policy.

b. District Final Exams

The district may require common district assessments in selected courses. Final exams that cover the end of course performance standards as aligned with the adopted state standards are required in all subject areas, grades 9-12. The exam grade will count as a major test grade in determining the student's grade for the last marking period.

The exam will be given during a specific window of time during the last grading period. No student shall be required to take more than two exams in one school day.

c. State End-of-Course Assessments

A student who enters 9<sup>th</sup> grade in the 2011-2012 school year must earn a credit in Algebra 1 and Geometry. A student who takes Algebra 1 in 2011-2012 or thereafter must pass the statewide, standardized Algebra 1 EOC or earn a comparative score in order to earn a standard high school diploma, but is not required to pass the Algebra 1 EOC assessment to earn course credit. The student's performance on the Algebra 1 EOC is not required to constitute 30% of the student's final course grade. The student's performance on the Geometry, Biology 1 and U.S. History EOCs constitutes 30% of the student's final course grade. If a student enrolls in Algebra 2 in the 2014-2015 school year and thereafter, the student will be required to participate in the EOC, which will constitute 30% of the student's final course grade.

A student who enters 9<sup>th</sup> grade in the 2012-2013 school year must earn a credit in Algebra 1 and Geometry. A student who takes Algebra 1 during 2011-2012 and thereafter must pass the statewide, standardized Algebra 1 EOC or earn a comparative score in order to earn a standard high school diploma, but is not required to pass the Algebra 1 EOC assessment to earn course credit. The student's performance on the Algebra 1 EOC is not required to constitute 30% of the student's final course grade. A student's performance on the Geometry, Biology 1 and U.S. History EOCs constitutes 30% of the student's final course grade. If a student enrolls in Algebra 2 in the 2014-2015 school year and thereafter, the student will be required to participate in the EOC, which will constitute 30% of the student's final course grade.

A student who enters 9<sup>th</sup> grade in the 2013-2014 school year and thereafter must earn a credit in Algebra 1 and Geometry. A student who takes Algebra 1 during 2011-2012 and thereafter must pass the statewide, standardized Algebra 1 EOC or earn a comparative score in order to earn a standard high school diploma, but is not required to pass the Algebra 1 EOC assessment to earn course credit. A student's performance on the Algebra 1, Geometry, Biology 1 and U.S. History EOC constitutes 30% of the student's final course grade. If a student enrolls in Algebra 2 in the 2014-2015 school year and thereafter, the student will be required to participate in the EOC, which will constitute 30% of the student's final course grade.

Students enrolled in Geometry, Algebra 1, and Algebra 2 who participated in the FSA EOC

assessment during the 2014-2015 school year are exempt from the 30% requirement. This is due to the unavailability of EOC assessment results.

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra 1, Algebra 2, Geometry, Biology 1, and/or U.S. History if the student attains a score of Level 3 or above on the statewide, standardized EOC assessment.

In Career and Technical programs, the EOC assessment may be an Industry Certification exam or other nationally recognized technical skills attainment test.

For courses in which the EOC assessment is worth 30% of the final grade, students may retake the EOC assessment to improve their course grade.

If a student who entered 9<sup>th</sup> grade during 2011-2012 or 2012-2013 transfers from an accredited or non-accredited school that does not require an Algebra 1 EOC and has already been awarded credit for the course, he/she must take and pass the Florida EOC in order to meet the graduation requirement.

Students with disabilities may be considered for an EOC assessment waiver, as described in Section IV. All statewide, standardized EOC assessments will be given in accordance with state statute.

A student who enters the 9<sup>th</sup> grade in the 2011-2012 school year and thereafter may use a Post-Secondary Education Readiness Test (P.E.R.T.) comparative score to satisfy graduation requirements if the required score of 399 on the Algebra 1 EOC assessment has not yet been attained. The P.E.R.T. score in mathematics must be a 97 or above on a 50-150 scale.

d. Teacher's Authority to Override Final Average

A teacher may override the final average if a student's overall performance warrants it. The teacher must notify the parent/guardian concerning the student's performance if it may result in an override of the final average that lowers the grade before the grade override is finalized. The teacher may issue a failing grade override based on the student's overall performance, only with the approval of the principal or designee.

3. DISTRICT GRADE SCALE AND QUALITY POINT VALUE

- a. Letter grades are a reflection of the student's level of academic achievement on the course's performance standards. 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 roll, rank in class, and honor graduates.

<u>Grade</u>	<u>Grade Range</u>	<u>Quality Points</u>	<u>Description</u>
A	90-100	4.0	Outstanding Progress (Mastery)
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress (Proficiency)

D	60-69	1.0	Lowest Acceptable Progress
F	0-59	0.0	Failure
I*		0.0	In progress toward grade level proficiency in skills and concepts
WP			Any student who withdraws from a virtual course after 14 days will receive a WP if passing the course. The WP will be recorded in the student's academic history.
WF			Any student who withdraws from a virtual course after 14 days will receive a WF if failing the course. The WF will be recorded in the student's academic history.

\* Grades of "I" are calculated as "F's"

- (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) Courses designated in the Florida Course Code Directory as AP or IB and college courses taken through an approved Dual Enrollment program shall carry an additional 1.0 quality point value for computing cumulative weighted grade point average. Courses designated in the Florida Course Code Directory as Pre-International Baccalaureate and honors courses, as well as courses designated by the superintendent or designee as honors and published in the district program of studies, shall carry an additional .5 quality point value for computing cumulative weighted grade point average.
- (3) Courses transferred from other schools or programs will be weighted based on the quality point values outlined in (2).

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

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

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

- an average of 3.0 GPA or higher;
- no letter grade of D, F, or I; and
- all conduct grades of 1.

#### 4. GRADE FORGIVENESS

- a. Grades should be forgiven at least once every semester, but also may be forgiven upon student request.

- b. 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. High school courses taken in middle school may be retaken to forgive a grade of C, D, or F. 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.
- c. All attempted courses will be listed on the student's transcript. Courses which have been forgiven will not be calculated in the student's GPA for graduation.
- d. All high school courses taken, regardless of when they were taken, will be used in computing the rank in class GPA.

## 5. ATTENDANCE

Students shall maintain attendance as prescribed by School Board Policy 206. 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.

## 6. ATHLETICS AND ACTIVITIES

Students are eligible for participation in interscholastic extracurricular activities as prescribed in School Board Policy 313.

## 7. ACADEMIC PROGRAMS

### a. Career and Professional Academies

- (1) A "Career and Professional Academy" is a career themed, research-based program that integrates a rigorous academic curriculum with an industry-specific career curriculum aligned directly to priority workforce needs established by the district workforce board. Career and professional academies shall be offered by public schools and school districts. Students completing career and professional academy programs must receive a standard high school diploma, the highest available industry certification, and opportunities to earn postsecondary credit if the academy partners with a postsecondary institution approved to operate in the state. Students wishing to enroll in one of the district's career and professional academies will need to complete an application process and meet the criteria for acceptance into the academy.
- (2) A "Florida Ready to Work Credential" shall be awarded to a student who successfully passes an assessment in Reading for Information, Applied Mathematics, Locating Information, or any other assessment of comparable rigor. Each assessment shall be scored on a scale of 3-7. A bronze-level credential requires a score of 3 or higher; a silver-level credential requires a score of 4 or higher; and a gold-level credential requires a score of 5 or higher.
- (3) Industry-certified career education programs, career and professional academies, and career-themed courses shall be governed by the Career Connections Consortium Strategic Plan.

## b. 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 3 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 required 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 informs the principal or designee before January 31<sup>st</sup> and pays the examination fee. However, no high school credit will be granted for passing the AP examination.

## 8. EARLY HIGH SCHOOL GRADUATION

Students have the option of early graduation if they meet the 18 or 24 credits graduation requirements set forth in s. 1003.248. "Early Graduation" means graduation from high school in less than 8 semesters or the equivalent. Students who graduate early may continue to participate in school activities and social events, and may attend and participate in graduation events with their cohort as if the students were still enrolled in high school. Students shall be included in class ranking, honors, and award determinations for their cohort. Students who graduate early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operation hours.

## a. 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 English Language Arts, one-half credit in Economics, and one-half credit in American Government must have been successfully completed.
  - (b) The student has been accepted by a postsecondary regionally accredited college or university.
- (2) A student must enroll in a minimum of 12 college credit hours per semester, or the equivalent, to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent.
- (3) 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.
- (4) A student in the early admissions program shall not be ranked in his or her high school graduating class.
- (5) An early admission student may be funded under dual enrollment when the following criteria are met:
  - (a) Pursuant to s. 1007.271 and 1007.272, F.S., 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 Volusia County School District and the postsecondary institution. The Volusia County School District has articulation agreements with Daytona State College, the University of Central Florida, and the University of Florida. A dual enrollment articulation agreement is completed and submitted annually to the Department of Education by the Florida College System.
  - (b) Only the courses required to obtain a high school diploma may be counted and funded as dual enrollment.

b. Dual Enrollment

Secondary school students who meet the entrance requirements of institutions with dual enrollment agreements with the Volusia County School District may enroll in college level courses at those institutions, provided the students use the credits toward graduation. Pursuant to 1007.271 F.S. and 1007.272, F.S., a student is accepted for dual enrollment if all of the requirements are met and the appropriate articulation agreement exists between the Volusia County School District and the postsecondary institution.

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 to dual enrolled students for tuition or books. Guidelines for dual enrollment are included in the Dual Enrollment Guide, which is updated annually.

Dual enrollment credit shall be considered for computing GPA and class ranking. School districts and colleges must weight dual enrollment courses the same as AP and IB courses when GPAs are calculated. Credit toward high school graduation may be earned, provided the following dual enrollment criteria are met:

- Students must be enrolled in grades 6-12 in a Volusia County school and must have an un-weighted high school GPA of 3.0 or higher. Students who wish to enroll in vocational courses may dual enroll if they have a 2.0 or higher un-weighted GPA.
- The course is academic or vocational in nature, and may be applied toward a postsecondary degree or certificate.

- Students must demonstrate readiness to engage in postsecondary work.
- The principal or designee and the parent/guardian have given prior approval for student participation in the program.
- Students must maintain a minimum 3.0 un-weighted high school GPA (2.0 for career/vocational) in order to continue in the dual enrollment program. There are no exceptions to the high school GPA requirement.
- Students must provide evidence of appropriate P.E.R.T., ACT, SAT, or Test of Adult Basic Education (TABE) scores in order to participate in the dual enrollment program.
- Once enrolled in dual enrollment courses, students must maintain a minimum 2.0 cumulative un-weighted college GPA.
- Students must be enrolled in at least one course in a Volusia County high school (including Volusia Virtual courses).
- Students who are projected to graduate from high school before the scheduled completion date of a postsecondary course may not register for that course through dual enrollment. The students may apply to the postsecondary institution and pay the required registration, tuition, and fees if they meet the postsecondary institution's admission requirements under s. 1007.263, F.S.
- Students who are considered a fifth year senior are ineligible for the dual enrollment program.
- Students who have completed the requirements for the college degree they are seeking may not continue in the dual enrollment program.
- Students who earn a grade of F or FN in a college course will not be permitted to dual enroll for the next two college semesters (including summer). These students must meet the required high school and college GPA's in order to resume program participation. Students who return to the dual enrollment program may only take the course in which they earned the grade of F or FN. If the students earn a grade of C or higher in the repeated course, they may then resume enrolling in up to 15 credit hours during subsequent semesters. If they earn a grade of D or F in the repeated course, their participation in the dual enrollment program will be terminated.
- Students who withdraw from a course twice (the same course or two different courses) will be ineligible for future dual enrollment opportunities.
- Students who earn a D in a course, but still meet the GPA requirements for both high school (un-weighted cumulative 3.0) and college (cumulative 2.0), are permitted to repeat the course in which they earned the D the following semester; however, they may only enroll in that course during the following semester. Students who earn a grade of D during their first semester of dual enrollment are exempt from the college GPA requirement for that semester only. Students must meet the high school GPA requirement in order to repeat the course.

- Students who are denied future dual enrollment opportunities due to college GPA, course withdrawal, or failing grades may file an appeal with the VCS Chief Academic Officer. Acceptable appeals may be based on student illness, family emergencies, or other extenuating circumstances that prevented the student from successfully completing the course(s). Documentation will be required, including the student's plan to ensure future success.
- Students may lose the opportunity to participate in dual enrollment courses if they are disruptive to the learning process, such that the progress of other students or the efficient administration of the course is hindered.
- All dual enrollment courses contained within the established dual enrollment agreement are governed by the VCSD postsecondary institution articulation agreements.

c. ACCEL Options

(1) Overview

The Volusia County School District will provide academically challenging curriculum and accelerated instruction to eligible public school students in grades K-12. Eligibility requirements and procedures have been established by the District according to s. 1002.3105, F.S. ACCEL options include, but are not limited to, whole grade and mid-year promotion, subject matter acceleration, virtual instruction, and the Credit Acceleration Program (CAP). Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering and mathematics coursework enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.3492 and 1008.44, F.S.; work-related internships or apprenticeships; curriculum compacting, advanced content instruction, telescoping curriculum, and access to participate in the statewide, standardized EOC assessments.

(2) Eligibility

Any student currently enrolled in a Volusia County School may apply for acceleration opportunities. Acceleration opportunities at the high school level include, but are not limited to:

- Dual Enrollment
- Advanced Placement (AP)
- International Baccalaureate (IB)
- STEM Courses
- Career Academies
- Online Learning
- 18-credit graduation options
- CAP

To explore acceleration options, the student and parent/guardian should contact the school counselor to determine the student's eligibility for each option and develop a plan for acceleration, as appropriate.

### (3) Procedures

Upon notification of student/parent/guardian request for acceleration, the school counselor will meet with the student and parent/guardian to review student achievement data and academic performance in order to determine which option(s) a student may be eligible for. Upon confirmation of eligibility, the counselor, student, and parent/guardian will develop an individualized plan for acceleration.

Students who do not successfully meet the outlined eligibility requirements may contact the school principal or designee for further review and consideration.

## 9. ONLINE LEARNING

Section 1002.321, Florida Statutes, related to digital learning requires districts to provide multiple opportunities for students to participate in virtual instruction. In an effort to personalize learning for students, the school district offers a variety of online programs that deliver content and/or instruction in virtual and blended settings. There are different eligibility criteria for each program. Each of these programs will fulfill the online graduation requirement for students enrolled in a course for high school credit as per section 1003.428 F.S. The purpose and description of each are as follows:

### A. VIRTUAL INSTRUCTION PROGRAM (VIP)

The VIP is one that takes place in an interactive learning environment created through technology in which the student and teacher are separated from each other by time or space or both. By their nature, virtual courses can be accessed from any location and during any time of the day. Virtual teachers primarily interact with and instruct students on an individual basis using different methods of communication at various times of the day. The VIP consists of the following:

- Full-time and part-time virtual instruction for students in grades K-12; and
- full-time or part-time virtual instruction for students enrolled in dropout prevention, academic intervention programs, and Department of Juvenile Justice (DJJ) programs; core courses offered by Florida College System institutions for this program

Students who enroll in one of these options must meet at least one of the following criteria specified in Section 1002.455, F.S.:

- (1) The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program (FEFP) surveys.
- (2) The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
- (3) The student was enrolled during the prior school year in a school district virtual instruction program under this section or a K-8 virtual school program under Section 1002.415, Florida Statutes. The student has a sibling who is currently enrolled in the school district virtual

instruction program and that sibling was enrolled in such program at the end of the prior school year.

Enrollment for the VIP takes place during specific enrollment periods through an online process as published by the district at [www.volusiaonlinelearning.com](http://www.volusiaonlinelearning.com).

#### B. BLENDED LEARNING

Blended learning is a formal education program in which a student learns in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace; and at least in part at a supervised brick and mortar location away from home; and, the modalities along each student's learning path within a course or subject are connected to provide an integrated teaching experience.

Successful completion of a district-approved blended learning course will fulfill the online graduation requirement for students who are enrolled for high school credit. There are various models of blended learning throughout many schools and alternative programs. Some of those models include, but are not limited to, the following:

- (1) Identified courses/instructors (K-12) utilizing online content in a district-approved blended learning model;
- (2) eLearning east and west are programs of choice for students with 12 or more credits who require an alternative environment in an effort to graduate on time with their cohort group;
- (3) Credit Retrieval through secondary Online Learning Labs is available for students in grades 6-12 who have failed part or whole courses required for promotion and/or graduation. Students are scheduled into the Online Learning Lab during the school day according to recommended district guidelines and discretion of the school administration.

Additional information regarding Online Learning programs is available at [www.volusiaonlinelearning.com](http://www.volusiaonlinelearning.com).

#### 10. 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 Chief Academic Officer or designee, will be accepted from the Adult High School Division of Daytona State College toward graduation from the Volusia County School District under the following conditions:

- a. These credits will be accepted for remedial purposes only.
- b. The courses have been approved by the VCS Chief Academic Officer.
- c. 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.

#### 11. CORRESPONDENCE COURSES

Correspondence courses are not accepted for credit in this district, except when prior permission for enrollment has been granted by the VCS Chief Academic Officer. Such permission will generally be given only for unusual situations.

**D. ASSESSMENT AND INTERVENTION**

Students enrolled for the first time in a course that includes an EOC assessment must complete the EOC assessment, regardless of when they entered ninth grade. Students who are in grade forgiveness programs for a course that includes an EOC assessment may retake the assessment to improve their course grade.

**1. EARLY ASSESSMENT**

It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal or designee and parents/guardians, those students who do not appear to be making satisfactory progress toward achieving course objectives. For these students, the teacher should reference the district's PMP for interventions. When the PMP is unsuccessful in meeting the student's needs, the student should be referred to the school's Problem Solving Team (PST). This team will further analyze barriers to academic success, develop targeted interventions, monitor the student's response to interventions, and refer for evaluation if deemed appropriate.

**2. REMEDIATION OF STATEWIDE ASSESSMENT STANDARDS**

District procedures will be followed to ensure student mastery/proficiency of performance standards required on the statewide assessments. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessments in English Language Arts, 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 (PMP)**

- a. Students not meeting proficiency in a course (grade D or below) will be identified at the end of each grading period. These students will be given assistance which may include, but is not to, counseling, schedule changes, remedial classes, tutorial services, extra study sessions, or other programs of this nature.
- b. A PMP will be developed for students who score below the proficiency level on statewide assessments. The PMP should clearly identify:
  - (1) the specific diagnosed academic needs to be remediated;
  - (2) the success-based intervention strategies to be used;
  - (3) a variety of remedial instruction to be provided; and
  - (4) the monitoring and reevaluation activities to be employed. If the student has been identified as having a deficiency in reading, the PMP shall identify the student's specific areas of deficiency in 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 PMP requirements.
- c. Intervention Guidelines

- (1) Students who score a Level 1 on the FSA ELA assessment will be placed in a 90-minute intensive reading course with state approved instructional resources.
- (2) Assessment results are used to advise students of any identified deficiencies and to provide appropriate instruction. The District K-12 Reading Plan provides that students who score a Level 1 or 2 on the FSA ELA assessment will be placed in either an intensive reading course or a content area course in which reading strategies are delivered.
- (3) Students scoring below proficiency on statewide assessments may be recommended to attend remediation programs held before, during, or after school hours and/or during the summer, including competency-based credit recovery courses.

d. Exceptions

- (1) For ELL students, the LEP student Plan will serve as the PMP.
- (2) For ESE students, the IEP will serve as the PMP and will address the student's academic and other identified needs (with the exception of students identified as speech impaired).
- (3) For gifted students, the EP will serve as the PMP.

4. LIMITED ENGLISH PROFICIENT STUDENTS/ENGLISH LANGUAGE LEARNERS

All students will have equal access to the appropriate instructional programs. Students will not be restricted because of limited English proficiency. The instruction shall be designed to develop the student's mastery of the four language domains, including listening, speaking, reading, and writing, as rapidly as possible.

5. EXCEPTIONAL STUDENT EDUCATION

Instruction will be provided to prepare students with disabilities to demonstrate proficiency in core content knowledge skills necessary for successful grade-to-grade progression and high school graduation.

Each student identified as exceptional with a disability 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, the IEP will serve as a PMP and address the student's academic and other identified needs.

E. WAIVER PROCESS

Major curriculum or schedule changes shall be subject to School Board Policy 809, School Advisory Councils.

## IV.

STUDENT PROGRESSION EXCEPTIONAL  
STUDENT EDUCATION

## A. ELIGIBILITY

## 1. PROGRAMS

The Volusia County School District provides programs for students with the following exceptionalities:

Autism Spectrum Disorder	Deaf or Hard of Hearing
Orthopedic Impairments	Other Health Impairment
Developmental Delay (0-5)	Emotional/Behavioral Disabilities
Dual-Sensory Impairments	Specific Learning Disabilities
Established Conditions (0-2)	Speech Impairments
Gifted	Traumatic Brain Injury
Hospital/Homebound	Visual Impairments
Language Impairments	Intellectual Disabilities

## 2. CRITERIA

Specific criteria for program eligibility are developed according to federal and state laws, rules, regulations, and policies. These criteria, 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. PRE-KINDERGARTEN

A pre-kindergarten student with disabilities shall meet the relevant entrance requirements specified for kindergarten students as outlined in Section I. 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 three through five years of age who meet the criteria for eligibility specified for intellectual disabilities; speech impaired; language impaired; deaf or hard of hearing; visually impaired; orthopedically impaired; other health impaired; traumatic brain injury; emotional or behavioral disabilities; specific learning disability; homebound or hospitalized; dual sensory impaired; autism spectrum disorder; 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/or language services. Children, younger than the age of three, may qualify for school services under Established Conditions of auditory impairment and/or at risk for Autism. Rules promulgated by the State Board of Education for the identification of an Established Condition for children birth through two years of age apply.

## 4. LIMITED ENGLISH PROFICIENT STUDENTS/ENGLISH LANGUAGE LEARNERS

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. PROGRAMS OF STUDY

Students with exceptionalities are provided a continuum of placements and services based on individual

student needs (Rule 6A-6.0311, F.A.C.). Adopted state standards for elementary, middle, and high apply to all students with disabilities with supports according to their IEP.

1. ELEMENTARY SCHOOL

At the time of the IEP development, the special education teacher will notify the 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. Students who are interested in pursuing a standard diploma must meet all requirements for middle school promotion as listed in Section II of this document. All students with disabilities have the opportunity to work toward grade level academic standards. Students with disabilities may use accommodations during instruction and assessment. Accommodations must meet the individual student's needs and ensure equal access to the academic content standards. Accommodations to general education 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. Beginning in 8<sup>th</sup> grade, or during the school year in which the student turns 14, whichever is sooner, the IEP must include a statement of the diploma option being pursued and resulting course of study.

3. HIGH SCHOOL

- a. No credit (core or elective) may be awarded toward a standard diploma for a Level 1 course during the 2013-2014 school year and thereafter. For students who entered high school prior to the 2014-2015 school year, credit may be awarded for Level 1 courses that have been successfully completed prior to the 2013-2014 school year. Core or elective credit may be granted toward a special diploma, in accordance to district Policy 307 for the 2013-2014 school year.
- 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/guardian 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 who entered high school prior to the 2014-2015 school year may continue to pursue a Special High School Diploma Option 1, or during the year of the student's 16<sup>th</sup> birthday, a Special High School Diploma Option 2, focusing on satisfactory performance towards the employment and community competencies.
- e. Students who have mastered all requirements for graduation under a standard high school diploma, as stated in Section III of this policy, but who have not attained the Grade 10 statewide, standardized ELA assessment and/or Algebra 1 EOC assessment score determined

by the Department of Education, and does not qualify for the Grade 10 statewide, standardized ELA assessment and/or Algebra 1 EOC waiver may elect a certificate of completion.

- f. Students 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, Self Determination may be taken more than once with students learning different or higher level skills each succeeding time credit is earned.
- g. Students 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.

#### C. PARTICIPATION IN THE STATEWIDE ASSESSMENT PROGRAM

- 1. Students with exceptionalities are expected to participate in the statewide assessment program. However, if a student with a disability has a current IEP and has been assigned to a special program according to Rule 6A-6.0331, F.A.C., and if the student demonstrates cognitive ability or behavior that prevents him/her from taking the assessments, even with allowable accommodations; the student may be excluded from taking the assessments. 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. Accommodations that negate the validity of a statewide assessment are not allowed during the administration of the assessment. Students using instructional accommodations in the classroom that are not allowed on a statewide assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student's abilities.
- 2. Students with disabilities who plan to work toward meeting the requirements for a standard high school diploma should participate in the state assessment program. In order to be eligible to receive a standard high school diploma, students must attain the Grade 10 statewide, standardized ELA assessment and/or Algebra 1 EOC assessment score determined by the Department of Education as outlined in section III of the Student Progression Plan. Any waiver of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), must be approved by the parent/guardian and is subject to verification for appropriateness by an independent reviewer selected by the parent/guardian, at his/her sole expense, as provided for in s. 1003.572.
  - S. 1003.428(8)(b), F.S., provide for the waiver of the Grade 10 statewide, standardized ELA assessment requirement for graduation with a standard diploma for certain students with disabilities who have met all other requirements for graduation with a standard diploma, except a passing score on Grade 10 statewide, standardized ELA assessment.
- 1. A student with a disability as defined in s. 1007.02(2), F.S., for whom the IEP committee determines that the Grade 10 statewide, standardized ELA assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, must have the Grade 10 statewide, standardized ELA assessment requirement of s. 1003.428 and 1003.4282, F.S., waived for the purpose of receiving a standard high school diploma. The student must:

- a. be identified as a student with a disability, as defined in s. 1007.02(2), F.S.;
  - b. have an IEP;
  - c. have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation;
  - d. have taken the Grade 10 statewide, standardized ELA assessment with appropriate allowable accommodations at least once;
  - e. be progressing toward meeting the state's credit/course and cumulative GPA requirements and any other district requirements for graduation with a standard diploma as described in s. 1003.428(1), F.S. or, F.S.
2. Under s. 1003.428(2)(b)2.c. & d. and 1008.22(3)(c)4., F.S., a student who has not passed the Grade 10 statewide, standardized ELA assessment must participate in remediation.
3. If FCAT 2.0 the Grade 10 statewide, standardized ELA assessment waiver eligibility is denied, the student may: remain in school until age 22, or until the student meets the criteria for a standard diploma by passing the Grade 10 statewide, standardized ELA assessment waiver (if student selects this option he/she must take remedial courses and retake the Grade 10 statewide, standardized ELA assessment at least once per year); or exit with a certificate of completion.
3. A student with a disability, as defined in s. 1007.02(2), F.S. for whom the IEP committee determines that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the EOC assessment results waived for the purpose of determining the student's course grade and credit as required in paragraph (4)(a) of s. 1003.428(8)(b)2, F.S.

In order to be considered for an EOC waiver, the student must:

- be identified as a student with a disability, as defined in s. 1007.02(2), F.S.;
  - have an active IEP;
  - have taken the EOC assessment with appropriate allowable accommodations at least once; and
  - have demonstrated, as determined by the IEP team, achievement of the course standards.
4. Students with disabilities may be recommended for any of the following assessment options, as indicated on the IEP: regular testing format, testing with accommodations, or alternate assessment. The decision that a student with a significant cognitive disability will

participate in the statewide alternate assessment is determined by the IEP team and documented on the IEP. The following criteria must be met:

- The student has a significant cognitive disability.
- The student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, and/or accessible instructional materials.
- The student is participating in a curriculum based on Access Points for all academic areas.
- The student requires extensive direct instruction in academics based on the Access Points in order to acquire, generalize, and transfer skills across settings.

The IEP for students who will participate in alternate assessment must reflect rationale for alternate assessment and identify the Florida Alternate Assessment as the assessment to be used.

5. Participation in the Florida Alternate Assessment does not mean that students are exempt from meeting appropriate state adopted standards and/or Access Points. Satisfactory performance towards the identified state standards may be determined by teacher observation of student products indicating knowledge, teacher tests, and other teacher and district developed methods. A score of at least four on the Florida Alternate Assessment in Reading and math must be attained, until replaced by the Grade 10 English Language Arts Alternate Assessment and the EOC assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)c, F.S.

#### D. ACCOMMODATIONS

Accommodations may be provided for students identified as disabled in accordance with state or district testing program guidelines and as indicated on the student's IEP. Students using instructional accommodations in the classroom that are not allowable as accommodations on the statewide, standardized assessments and/or EOC assessments may be eligible to have the requirement waived pursuant to the requirements of 1003.428(8)(b), F.S. Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. Students using instructional accommodations in the classroom that are not allowed on a statewide, standardized assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student's abilities.

#### E. 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 16<sup>th</sup> 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 annually indicate, during the IEP meeting, the diploma pathway the student wishes to pursue during the IEP meeting. The long-range implications of diploma selection shall be discussed with the student and parent/guardian prior to selection of the diploma type.

A student who wishes to change the diploma pathway to be pursued may do so at any time through the 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 standard high school

diploma, may not remain in school under an IEP until his/her 22<sup>nd</sup> birthday.

Beginning in grade 8, or during the school year in which the student turns 14, 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 22<sup>nd</sup> 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

Beginning with students entering high school in the 2014-2015 school year, a parent/guardian of the student with a disability shall, in collaboration with the IEP team during the transition planning process pursuant to s. 1003.5716, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to Section III shall be awarded a certificate of completion. The following pathways, in addition to the other options specified in Section III, may be used to satisfy the standard high school diploma requirements, as specified in the student's IEP:

1. The following options may be used for a student with a disability-for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills to satisfy the standard high school diploma requirements: A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established in State Board of Education (SBE) rule.
  2. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by SBE rule. A portfolio may include, but not be limited to, documentation of work experience, internships, community service, and postsecondary credit.
- b. A student whose IEP team has determined mastery of academic and employment competencies is the most appropriate way to demonstrate skills must:
    - complete minimum number of graduation requirements, including the number of course credits established in SBE rule;
    - document successful employment for the number of hours per week specified in the student's transition plan, equivalent of one semester, and payment of a minimum wage in compliance with the requirements of the Federal Fair Labor Standards Act; and
    - document achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.
  - c. Any change to the high school graduation option specified in the student's IEP must be approved by the parent/guardian and is subject to verification for appropriateness by an independent reviewer selected by the parent/guardian as provided in s. 1003.572.
  - d. A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

- has an IEP that prescribes special education, transition planning, transition services, or related services through age 21; and
  - is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar Designation requirements, or a structured work-study, internship, or pre-apprenticeship program.
- e. A student with a disability who receives a certificate of completion and has an IEP that prescribes special education, transition planning, transition services, or related services through 21 years of age, may continue to receive the specified instruction and services.
- f. A student with a primary exceptionality listed below will follow a course of study intended to result in obtaining a standard diploma, not to include the two pathways listed above:
- Speech  
Hospital/Homebound (not otherwise enrolled in exceptional student education)  
Visually Impaired  
Gifted
- g. In order for a student with a disability to access a standard diploma the following conditions should apply:
- (1) A student is permitted to enroll in applicable courses.
  - (2) A student with a disability is legally entitled to specially designed instruction, including intensive interventions, when the intensity of his/her needs warrants this level of support.
  - (3) Test accommodations are available for the statewide, standardized assessments and/or EOC assessments in accordance with state or district testing program guidelines and as indicated on the student's IEP. Accommodations for the statewide, standardized assessments and/or EOC assessments must be the same or nearly the same as those used by the student during 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) Any student who has met all requirements for a standard diploma may be considered for a waiver from the Grade 10 statewide, standardized ELA assessment and/or Algebra I EOC assessments requirement in accordance with the terms of this policy.
  - (5) The student may be enrolled in school until his/her 22<sup>nd</sup> birthday.
  - (6) State-approved course substitutions, as identified in the Florida Department of Education Course Code Directory, are permitted.
- h. Specially designed instruction as defined by IDEA regulations refers to adapting, as appropriate, the content, methodology, or delivery of instruction that:
1. address the unique needs of a child that result from the child's disability; ensure access to the general education curriculum so that the child can meet the education standards

that apply to all children (34 Code of Federal Regulations 300.39(b)(3)) ; and

2. are guaranteed by IDEA and implemented in accordance with the IEP process.

- i. All students with disabilities have the opportunity to work toward grade-level academic standards. Students with disabilities may use accommodations during instruction and assessment. Accommodations meet the individual student needs and ensure equal access to the academic content standards. The following guidelines apply for course accommodations:
  - (1) Accommodations to general education 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 IEP.
  - (2) Instructional accommodations are allowable in the classroom if included in a student's IEP and are provided so that students with disabilities can access information and demonstrate what they know and are able to do. Students using instructional accommodations in the classroom that are not allowable as accommodations on the statewide, standardized assessments and/or EOC assessments may have the assessments requirement waived pursuant to the requirements of s. 1003.428(8)(b), F.S.
  - (3) The IEP team shall determine which 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. For students who entered high school prior to the 2014-15 school year:

A student who has been identified as a student with an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment, any other health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including but not limited to dyslexia, dyscalculia, or developmental aphasia; or a student who is deaf or hard of hearing, or dual sensory impaired shall not be required to meet standard high school graduation requirements (s. 1003.438, F.S.) and upon meeting the requirements prescribed by the school board pursuant to s. 1008.25, F.S., shall be awarded a special diploma. Those meeting the criteria for alternate assessment, as referenced in Section IV, are required to work toward the adopted state standards Access Points for students with significant cognitive disabilities. Although the student may continue attending school until his/her 22<sup>nd</sup> 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-1.0995 F.A.C. and 6A-1.09961 F.A.C.).

- b. For students who entered high school prior to the 2014-2015 school year: To earn a special high school diploma, a student must complete requirements for the selected option.

- (1) Option 1 special diploma may be awarded to a student who has met the following minimum requirements:

- (a) demonstration of proficiency of the applicable student performance standards

prescribed in Rule 6A-1.09401(1), F.A.C., as determined through the IEP process; and

- (b) completion of the minimum number of course credits for a special diploma Option 1 as prescribed below:

Option 1 Credit Requirements:

English Language Arts	4
Mathematics	4
Science	1
Social Studies	1
Vocational/Fine Arts	2
Physical Education	.5
Electives	11.5
Total	<hr/> 24

- (1) Students in the Separate Class Emotional/Behavior Disabled (SC E/BD) program must take at least one Unique Skills: Social & Emotional 9-12 course as an elective.

- (2) Students in the mild/moderate VE program must take one course in Self Determination and one in Transition Planning 9-12 as electives.

- (c) a 2.0 cumulative un-weighted GPA is required for course work used to satisfy graduation requirements.

- (2) Option 2 special diploma may be awarded to a student who has met the following minimum requirements:

- (a) Demonstration of mastery of specific employment and community competencies as prescribed by the IEP; and
- (b) completion of the minimum number of course credits for a special diploma Option 2 as prescribed below:

Option 2 Credit Requirements:

English Language Arts	1
Mathematics	1
Reading	1
Career Credit or Career and Technical Education Credit	1
Career Placement/Supported Competitive Employment	1
Electives	<hr/> 4**
Total	9

\*\* Career credit must include one of the following: special diploma students must have Transition Planning 9-12, Career Preparation, or Career Experiences. Standard diploma students changing to a special diploma

Option 2 can satisfy the career credit with previous completion of a Career and Technical course. At least one of these classes must be completed prior to Career Placement/Supported Competitive Employment. An additional elective, Self-Determination, is also recommended.

- (c) be 16 years of age or older to enter the Employment Phase;
- (d) completion of the graduation competencies as specified in the Graduation Training Plan, at a performance level of D or above;
- (e) be employed in accordance with the Graduation Training Plan one semester (18 weeks) of successful, full-time employment at or above minimum wage;
- (f) a cumulative un-weighted GPA of 2.0 is required on course work used to satisfy graduation requirements. For students under a special diploma, Option 2, a GPA of 2.0 can be based on the 9 credits required for graduation; and
- (g) special diploma Option 2 students will be designated as 12<sup>th</sup> graders when, during an IEP review, it is documented that the student has met all academic requirements, competencies, and employment has been verified.

### 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 Grade 10 statewide, standardized ELA assessment or does not qualify for a 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 his/her 22<sup>nd</sup> 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

A 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 the Grade 10 statewide, standardized ELA assessment. 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 his/her 22<sup>nd</sup> 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. SUPERINTENDENT'S DIPLOMA OF DISTINCTION (Refer to Section III)

### 6. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM (Refer to Section III)

### 7. INTERNATIONAL BACCALAUREATE (Refer to Section III)

## F. PROMOTION

Determination of the appropriate progression for a student with a disability will be based on a

preponderance of data to be gathered by the student's teacher, including IEP progress. The exceptional education teacher and/or the general education teacher has the responsibility to gather the preponderance of data to determine each student's level of performance and ability to function academically at the next grade level. Preponderance of data will be submitted for review by the principal or designee and the District Promotion/Retention Review Committee. For additional information regarding approved programs of study for students served in exceptional student education, refer to the School Board Policy 303 and the Special Programs and Procedures for Exceptional Students.

G. ADMINISTRATIVE ASSIGNMENT

A student with disabilities who is enrolled in exceptional education programs and who fails to complete program requirements may be administratively assigned up to 8<sup>th</sup> grade. No student may be administratively assigned based solely on age or other factors that constitute social promotion. Administrative assignment shall be based on procedures set forth in the General Procedures for Administrative Assignment, Sections I and II.

After determination of administrative assignment from elementary to middle school, an IEP review shall be conducted by a District Placement Specialist. The parent/guardian and representatives from the sending and receiving schools shall be invited to participate in the review.

H. WAIVER PROCESS

Major curriculum or schedule changes shall be subject to School Board Policy 809, School Advisory Councils. 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/guardians 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 or designee. The final report card for a school year will contain a statement indicating end of year status or performance or non-performance 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

Documentation of all notification(s) must be available in the schools. Parent/guardian will be supplied with the following, as applicable:

1. An annual report that indicates the student's progress toward achieving district expectations for proficiency in English Language Arts, science, social studies, 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 statewide, standardized assessments, including all district-developed final exams.
4. Notification in writing to the parent/guardian of any student in K-3 who exhibits a substantial deficiency in reading of the following:
  - (1) that his or her child has been identified as having a substantial deficiency in reading;
  - (2) a description of the current services that are provided to the child;
  - (3) a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
  - (4) the student's reading proficiency must be monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district; that the statewide, standardized ELA assessment is not the sole determiner of promotion;
  - (5) 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;
  - (6) strategies for parents to use in helping their child succeed in reading proficiency;

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- (7) the district's specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. School personnel must use all available resources to achieve parent understanding and cooperation regarding the PMP; and
  - (8) the district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated the ability to read at grade level.
5. Notification in writing 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 grade 3 statewide, standardized ELA assessment, 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 s. 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. Provide written notification to the parent/guardian of any student who is retained under the provisions of paragraph (5)(b) 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 paragraph (6)(b). The notification must comply with the provisions of s.1002.20(15) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
6. Notifications associated with ELL students shall be provided as required by law.
7. Notifications associated with Students with Disabilities shall be provided as required by law.
8. Notification in writing of the requirements for a standard high school diploma, available designations, and the eligibility requirements for state scholarship programs and postsecondary admissions. Information about diploma designations through an online education and career planning tool will be made available.
9. Annual notification of each student's progress towards achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics, including the student's results on statewide, standardized assessments. 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/guardian in writing using a format adopted by the district school board. Parents/Guardians will be provided with tools to regularly monitor student progress and to communicate with teachers.
10. Notification for students in grades 6 through 12 of all graduation options, including mid-year graduation and required courses.
11. Notification for students enrolled in or entering the Volusia County School District of the opportunities and benefits of the following accelerated programs:
  - Advanced Placement
  - International Baccalaureate
  - Dual Enrollment
  - Volusia Virtual School; and/or
  - Florida Virtual School
  - CAP

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12. The opportunity to attend a meeting to inform parents about middle and high school course curriculum.
13. Career opportunities, education requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to pursue postsecondary instruction required to enter such a career; how to make informed decision about the program of study; and recommended course work and programs that prepare students for success in their areas of interest and ability.
14. Notification to the parent/guardian of the estimated cost savings for a student who earns an industry certification during high school versus the cost of acquiring such certification after high school graduation.
15. Notification of any industry certification available to a student.

C. PUBLIC NOTIFICATION OF STUDENT PERFORMANCE

The District School Board must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year. the following information from the prior school 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 statewide, standardized ELA assessment from the prior school year;
3. by grade, the number and percentage of all students retained in grades 3-10 from the prior school year;
4. information on the total number of grade 3 students who were administratively assigned from 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

The District School Board must provide student performance results on district-required local assessments to the student's teachers and parents/guardian no later than 30 days after administering such assessments, unless the superintendent or designee determines in writing that extenuating circumstances exist and reports the extenuating circumstances to the District School Board.

D. NOTICE TO FLORIDA DEPARTMENT OF EDUCATION

The district shall report to the Department of Education 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 GPA is used to determine rank in class in his/her cohort group.
2. Cumulative weighted GPA is used to report student standing for all purposes, except for graduation requirements.
3. A student with credits awarded from homeschool education programs shall be eligible to be ranked with his/her cohort, only if a minimum of his/her last seven credits have been earned through Volusia County Schools, unless approved by the superintendent or designee.
4. For the purpose of determining valedictorian and salutatorian, the rank in class average will be used. The rank

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in class average is the cumulative weighted average of all high school courses attempted, including grades for any repeated courses, calculated to the fourth decimal position (refer to Section III). The student with the highest rank in class average among his/her cohort group, 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 years and have no level III offense that resulted in out of school suspension, assignment to alternative education, or expulsion, or level IV offense in grades 11 or 12 and no offense related to academic dishonesty as identified in the Code of Student Conduct 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

- 5 Students who graduate early will be permitted to receive the Latin Honors designation, but are not considered in rank in class or for valedictorian or salutatorian. Students will be ranked in their 9<sup>th</sup> grade cohort group for the valedictorian or salutatorian.

F. GRADE POINT AVERAGE ASSISTANCE - GRADES 9 - 12

1. Students whose cumulative un-weighted 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 identifying the assistance to be given to increase the student's GPA.

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**High School Graduation  
Students Entering Grade Nine in 2011-12 School Year  
(Class of 2015)  
Graduation Plan 47  
Requirements**

<b>Subject</b>	<b>24-Credit Program</b>	<b>ACCEL Program/Diploma Designations</b>
English Language Arts (ELA)	4 credits with major concentration in composition, reading for information, and literature (must pass the Grade 10 FCAT 2.0 Reading assessment or earn a passing concordant score on the ACT or SAT)	<b>ACCEL Program (18 credits minimum) Graduation Plan 56</b>
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry. A student who takes Algebra 1 in 2011-2012 or thereafter must pass the statewide EOC in order to graduate from high school; The Algebra 1, Algebra 2, and Geometry EOCs constitute 30% of the final course grade.  ***Students enrolled in Algebra 1, Algebra 2 and/or Geometry during the 2014-2015 school year, will not have an EOC that constitutes 30% of their final course grade due to legislation.	<ul style="list-style-type: none"> <li>Physical Education and Personal Fitness are not required</li> <li>3 elective credits</li> <li>Online course is not required</li> </ul> <p>All other graduation requirements for a standard diploma must be met per cohort group.</p>
Science	3 credits in Science, one of which must be Biology 1 and one of which must be a physical science course (Earth/Space Science, Physical Science, Chemistry, or Physics). The Biology 1 EOC constitutes 30% of the final course grade.	<b>Scholar Designation Graduation Plan 58</b>
Social Studies	1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics The U.S. History EOC constitutes 30% of the final course grade if enrolled in the course beginning in the 2012-2013 school year or thereafter.	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>1 credit in Algebra 2</li> <li>1 credit in Statistics or an equally rigorous mathematics course</li> <li>Pass the Biology 1 EOC</li> <li>1 credit in Chemistry or Physics</li> <li>1 credit in a Science course equally rigorous to Chemistry or Physics</li> <li>Pass the U.S. History EOC</li> <li>2 credits in the same world language</li> </ul> <p>Earn at least one credit in AP, IB, AICE or a dual enrollment course</p>
		<b>Merit Designation</b>
World Languages	Not required for high school graduation, but required for admission into state universities	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</p>
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	
Physical Education	.5 credit in Personal Fitness .5 credit in any other Physical Education course	
Industry Certification	Not required	
Electives	8 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 24 credits <input type="checkbox"/>	

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**High School Graduation**  
**Students Entering Grade Nine in 2012-13 School Year**  
**(Class of 2016)**  
**Graduation Plan 51**  
**Requirements**

<b>Subject</b>	<b>24-Credit Program</b>	<b>ACCEL Program/Diploma Designations</b>
English Language Arts (ELA)	4 credits with major concentration in composition, reading for information, and literature (must pass the Grade 10 FCAT 2.0 Reading assessments or earn a passing concordant score on the ACT or SAT)	<b>ACCEL Program (18 credits minimum) Graduation Plan 57</b>
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry. A student who takes Algebra 1 in 2011-2012 or thereafter must pass the statewide EOC in order to graduate from high school-The Algebra 1, Algebra 2, and Geometry EOCs constitute 30% of the final course grade. Students enrolled in Algebra 1, Algebra 2 and/or Geometry during the 2014-2015 will not have an EOC that constitutes 30% of their final course grade due to legislation.	<ul style="list-style-type: none"> <li>Physical Education and Personal Fitness are not required</li> <li>3 elective credits</li> <li>Online course is not required</li> </ul> All other graduation requirements for a standard diploma must be met per cohort group.
Science	3 credits in Science, one of which must be Biology 1 and one of which must be a physical science course (Earth/Space Science, Physical Science Chemistry, or Physics) Biology 1 EOC constitutes 30% of the final course grade if enrolled in the course beginning in the 2013 - 2014 school year and thereafter.	<b>Scholar Designation Graduation Plan 59</b>
Social Studies	1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics The U.S. History EOC constitutes 30% of the final course grade if enrolled in the course beginning in the 2012-2013 school year or thereafter.	In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>1 credit in Algebra 2</li> <li>1 credit in Statistics or an equally rigorous mathematics course</li> <li>Pass the Biology 1 EOC</li> <li>1 credit in Chemistry or Physics</li> <li>1 credit in a science course equally rigorous to Chemistry or Physics</li> <li>Pass the U.S. History EOC</li> <li>2 credits in the same world language</li> </ul>
World Languages	Not required for high school graduation, but required for admission into state universities	Earn at least one credit in AP, IB, AICE or a dual enrollment course
Fine and Performing Arts, Speech & Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	
Physical Education	.5 credit in Personal Fitness .5 credit in any other Physical Education course	
Industry Certification	Not required	<b>Merit Designation</b>
Electives	8 credits	In addition to meeting the standard high school diploma requirements:  Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 24 credits.	
<b>Special Note:</b> EOC, End of Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate .		
Student enrolled in an EOC course will be required to sit for the state EOC which will constitute 30% of the final course grade regardless of cohort requirements. . Section 1003.428, Florida Statutes (F.S.)		

**High School Graduation  
Students Entering Grade Nine in 2014-15  
(Class of 2017)  
Graduation Plan 54**

Subject	24-Credit Program	ACCEL Program/Diploma Designations
English Language Arts (ELA)	4 credits in ELA (student must pass the Grade 10 statewide, standardized ELA assessment or earn a concordant score on the ACT or SAT.)	<b>ACCEL Program (18 credits minimum) Graduation Plan 52</b>
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry. A student who takes Algebra 1 in 2011-2012 or thereafter must pass the statewide EOC in order to graduate from high school; The Algebra 1, Algebra 2, and Geometry EOCs constitute 30% of the final course grade.  ***Students enrolled in Algebra 1, Algebra 2 and/or Geometry during the 2014-2015 school year, will not have an EOC that constitutes 30% of their final course grade due to legislation.	<ul style="list-style-type: none"><li>Physical Education and Personal Fitness are not required</li><li>3 elective credits</li><li>Online course is not required</li></ul> All other graduation requirements for a standard diploma must be met per cohort group.
Science	3 credits in Science, one of which must be Biology 1 and one of which must be a physical science course (Earth/Space Science, Physical Science, Chemistry, or Physics). The Biology 1 EOC constitutes 30% of the final course grade.	<b>Scholar Designation Graduation Plan 53</b>
Social Studies	1credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics The U.S. History EOC constitutes 30% of the final course grade if enrolled in the course beginning in the 2012-2013 school year or thereafter.	In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"><li>1 credit in Algebra 2</li><li>Pass Algebra 2 and</li><li>Geometry</li><li>EOCs</li><li>1 credit in Statistics or an equally rigorous mathematics course</li><li>Pass the</li><li>Biology 1 EOC</li><li>1 credit in Chemistry or Physics</li><li>1 credit in a science course equally rigorous to Chemistry or Physics</li><li>Pass the U.S. History EOC</li><li>2 credits in the same world language</li><li>Earn at least one credit in AP, IB, AICE or a dual enrollment course</li></ul>
World Languages	Not required for high school graduation, but required for admission into state universities	<b>Merit Designation</b>
Fine and Performing Arts, Speech & Debate, or Practical Arts	1 credit in fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in the Florida Course Code Directory)	In addition to meeting the standard high school diploma requirements:  Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)
Physical Education	.5 credit in Personal Fitness .5 credit in any other Physical Education course	
Electives	8 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 24 credits.	
<b>Special Note:</b> EOC, End of Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.		
Student enrolled in an EOC course will be required to sit for the state EOC which will constitute 30% of the final course grade regardless of cohort requirements. . ***Students enrolled in Algebra 1, Algebra 2 and/or Geometry during the 2014-2015 school year, will not have an EOC that constitutes 30% of their final course grade due to legislation. Section 1003.428, Florida Statutes (F.S.)		

**High School Graduation  
Students Entering Grade Nine in 2014-15  
(Class of 2018)  
Graduation Plan 61**

Subject	24-Credit Program	ACCEL Program/Diploma Designations
English Language Arts (ELA)	4 credits in ELA (student must pass the Grade 10 statewide, standardized reading assessment or earn a concordant score on the ACT or SAT.)	<b>ACCEL Program (18 credits minimum) Graduation Plan 62</b>
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry. A student who takes Algebra 1 in 2011-2012 or thereafter must pass the statewide EOC in order to graduate from high school; The Algebra 1, Algebra 2, and Geometry EOCs constitute 30% of the final course grade.  ***Students enrolled in Algebra 1, Algebra 2 and/or Geometry during the 2014-2015 school year, will not have an EOC that constitutes 30% of their final course grade due to legislation.	<ul style="list-style-type: none"><li>Physical Education and Personal Fitness are not required</li><li>3 elective credits</li><li>Online course is not required</li></ul> All other graduation requirements for a standard diploma must be met per cohort group.
Science	3 credits in Science, one of which must be Biology 1-and one of which must be a physical science course (Earth/Space Science, Physical Science, Chemistry, or Physics). The Biology 1 EOC constitutes 30% of the final course grade.	<b>Scholar Designation Graduation Plan 63</b>
Social Studies	1credit in World History 1credit in U.S. History .5 credit in U.S. Government .5 credit in Economics The U.S. History EOC constitutes 30% of the final course grade if enrolled in the course beginning in the 2012-2013 school year or thereafter.	In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"><li>1 credit in Algebra 2</li><li>Pass the Algebra 2 EOC</li><li>Pass the Geometry EOC</li><li>1 credit in Statistics or an equally rigorous mathematics course</li><li>Pass the Biology 1 EOC</li><li>1 credit in Chemistry or Physics 1 credit in a science course equally rigorous to Chemistry or Physics</li><li>Pass the U.S. History EOC</li><li>2 credits in the same world language</li><li>Earn at least one credit in AP, IB, AICE or a dual enrollment course</li></ul>
World Languages	Not required for high school graduation, but required for admission into state universities	<b>Merit Designation</b>
Fine and Performing Arts, Speech & Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	In addition to meeting the standard high school diploma requirements:  Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)
Physical Education	.5 credit in Personal Fitness .5 credit in any other Physical Education course	
Electives	8 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 24 credits.	
<b>Special Note:</b> EOC, End of Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate . Student enrolled in an EOC course will be required to sit for the state EOC which will constitute 30% of the final course grade regardless of cohort requirements. . ***Students enrolled in Algebra 1, Algebra 2 and/or Geometry during the 2014-2015 school year, will not have an EOC that constitutes 30% of their final course grade due to legislation.		

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**High School Graduation  
Students Entering Grade Nine in 2015-2016  
(Class of 2019)  
Graduation Plan**

Subject	24-Credit Program	ACCEL Program/Diploma Designations
English Language Arts (ELA)	4 credits in ELA (student must pass the statewide, standardized grade 10 reading assessment or earn a concordant score on the ACT or SAT.)	<b>ACCEL Program (18 credits minimum) Graduation Plan 52</b>
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry. A student who takes Algebra 1 in 2011-2012 or thereafter must pass the statewide EOC in order to graduate from high school. The Algebra 1, Algebra 2, and Geometry EOCs constitute 30% of the final course grade.  ***Students enrolled in Algebra 1, Algebra 2 and/or Geometry during the 2014-2015 school year, will not have an EOC that constitutes 30% of their final course grade due to legislation	<ul style="list-style-type: none"><li>Physical Education and Personal Fitness are not required</li><li>3 elective credits</li><li>Online course is not required</li></ul> All other graduation requirements for a standard diploma must be met per cohort group.
Science	3 credits in Science, one of which must be Biology 1 -and one of which must be a physical science course (Earth/Space Science, Physical Science, Chemistry, or Physics). The Biology 1 EOC constitutes 30% of the final course grade.	<b>Scholar Designation Graduation Plan 55</b>
Social Studies	1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics The U.S. History EOC constitutes 30% of the final course grade if enrolled in the course beginning in the 2012-2013 school year or thereafter.	In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"><li>1 credit in Algebra 2</li><li>1 credit in Statistics or an equally rigorous math course</li><li>Pass the Biology 1 EOC</li><li>Pass the Algebra 2 EOC</li><li>Pass the Geometry EOC</li><li>1 credit in Chemistry or Physics</li><li>1 credit in a science course equally rigorous to Chemistry or Physics</li><li>Pass the U.S. History EOC</li><li>2 credits in the same world language</li></ul> Earn at least one credit in AP, IB, AICE or a dual enrollment course
World Languages	Not required for high school graduation, but required for admission into state universities	<b>Merit Designation</b>
Fine and Performing Arts, Speech & Debate, or Practical Arts	1 credit in fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in the Florida Course Code Directory)	In addition to meeting the standard high school diploma requirements:  Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)
Physical Education	.5 credit in Personal Fitness .5 credit in any other Physical Education course	
Electives	8 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 24 credits.	
<b>Special Note:</b> EOC, End of Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate . Student enrolled in an EOC course will be required to sit for the state EOC which will constitute 30% of the final course grade regardless of cohort requirements. Section 1003.428, Florida Statutes (F.S.)		

## International Baccalaureate Diploma Graduation Requirements

Subject	24-Credit Program
English Language Arts (ELA)	4 credits with major concentration in composition, reading for information, and literature (must attain passing scores on the Grade 10 statewide, standardized assessment as identified for individual cohort groups) Two courses must be in IB English.
Mathematics	4 credits Math, one of which must be Algebra 1 (usually taken in 8 <sup>th</sup> grade), one of which must be Geometry, and one of which must be Algebra 2 (Algebra 1 EOC constitutes 30% of the final course grade; student must pass the Algebra 1 EOC to earn a standard diploma; Geometry EOC constitutes 30% of the final course grade; Algebra 2 EOC constitutes 30% of the final course grade) One course must be a two year IB math course. Refer to Cohort group for specific statewide, standardized EOC assessment.
Science	3 credits to include 1 credit in Biology (Biology EOC constitutes 30% of the final course grade) Two courses must be in IB science. Refer to Cohort group for specific statewide, standardized EOC assessments.
Social Studies	4 credits to include Theory of Knowledge and two IB social studies courses
World Languages	3 credits One course to be in IB foreign language.
Fine and Performing Arts, Speech & Debate, or Practical Arts	Not required for high school graduation, but required for admission into state universities
Physical Education	Not required
Electives and other requirements	7 credits in electives and 1 credit in additional content area; 1 credit in additional content area requirement, complete 150 hours of Community Action Service. Submit an acceptable Extended Essay. Sit for required examination in six subjects.**
Total	26 credits
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale

Special Note: EOC, End of Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.

\*\*In order to earn an IB Diploma the student must pass at least three higher level examinations and three standard level examinations.

INSTRUCTIONAL POLICIES  
POLICY 307

**ABCD Schedule: High School Access Pathway (Multi VE & VEModified)**

<b>Schedule A 2015-2016</b>	<b>Schedule B 2016-2017</b>	<b>Schedule C 2017-2018</b>	<b>Schedule D 2018-2019</b>
Access English 3/4 - 7910112	Access English 1/2 - 7910111	Access English 3/4 – 7910112 (or eligible CTE substitution)*	Access English 1/2 – 7910111
Access Algebra 1B - 7912090	Access Geometry – 7912065 (or eligible CTE substitution)*	Access Geometry - 7912065	Access Algebra 1A - 7912080
Access Integrated Science – 7920025	Access Biology - 7920015	Unique Skills course	Access Biology – 7920015 (or eligible CTE substitution)*
Access US History - 7921025	Access World History - 7921027	.5 Access Economics with Financial Literacy – 7921022 .5 Access US Government – 7921015	Access HOPE (Health Opp. Through Phys. Ed.) - 7915015
Self Determination - 7963140	Self Determination - 7963140	Self Determination - 7963140	Self Determination - 7963140
<p><i>One of the following:</i>            Career Preparation - 7980110            Career Experience - 7980120            Supported Competitive Employment - 7980150</p>			
<p><i>One of the following:</i>            Unique Skills: Independent Functioning 9-12 - 7963160            Unique Skills: Social &amp; Emotional 9-12 - 7963070            Unique Skills: Communication 9-12 - 7963150            General Ed Elective (all students must earn at least 1 credit in fine/performing arts, speech and debate, or practical arts)</p>			

*\* Eligible CTE courses include any ESE or general education CTE course that contains content related to the course for which it is substituting.*

INSTRUCTIONAL POLICIES  
POLICY 307

**Standard Diploma: Access Pathway**

Subject Area	Credits	Courses	Assessment Requirements
English/LA	4	Access English 1/2 (x2) <i>Access English 3/4 (x2)</i>	Proficient score on 10th grade ELA alternate assessment
Math	4	Access Algebra 1A Access Algebra 1B Access Geometry <i>Access Informal Geometry</i>	Proficient score on FAA math, until replaced by the state Algebra 1 EOC
Science	3	<i>Access Biology (x2)</i> Access Integrated Science	Participation in the FAA science, until replaced by the
Social Studies	3	<i>Access World History</i> Access U.S. History <i>Access U.S. Government/</i> <i>Access Economics with</i> <i>Financial Literacy</i>	Participation in the U.S. History alternate assessment, once developed
P.E.	1	Access HOPE (Health Opportunities for Physical Education)	
Arts	1	Fine or performing arts, speech and debate, or practical arts	
Electives	8	Self-Determination Unique Skills: Communication Unique Skills: Independent Functioning Unique Skills: Social/Emotional Other ESE CTE courses Gen Ed Electives	
Online Course	1	1 course within the 24 credits	(May be waived by the IEP team per s.1003.4282(4),
GPA	Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale		
<p>For those students whose performance on standardized assessments is waived by the IEP team as approved by the parent/guardian, the development of a graduation portfolio of quantifiable evidence is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples, and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCP's, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.</p> <p>Course substitutions: A qualifying CTE course (one that includes content related to the specific academic area) may be substituted for one credit of courses listed in italics.</p> <p>Certificate of Completion: Will be awarded to students who earn the required credits but fail to pass the assessments under s.1008.22 (unless waiver granted) or achieve a 2.0 GPA.</p>			

**End of Course Assessment Scale Score Ranges**

**Algebra (2011 was Baseline)**

Grade	Corresponding T-Score values
A	59-80
B	52-58
C	46-51
D	36-45
F	20-35

Level 1 (T=20-39)	Level 2 (T=40-49)	Level 3 (T=50-59)	Level 4 (T=60-64)	Level 5 (T=65-80)
325-374	375-398	399-424	425-436	437-475

**Biology (2012 was Baseline)**

Grade	Corresponding T-Score values
A	58-80
B	50-57
C	42-49
D	38-41
F	20-37

Level 1 (T=20-37)	Level 2 (T=38-47)	Level 3 (T=48-57)	Level 4 (T=58-61)	Level 5 (T=62-80)
325-368	369-394	395-420	421-430	431-475

**Geometry (2012 was Baseline)**

Grade	Corresponding T-Score values
A	59 - 80
B	50 -58
C	43 – 49
D	39 -42
F	20 – 38

Level 1 (T=20-37)	Level 2 (T=38-47)	Level 3 (T=48-56)	Level 4 (T=57-63)	Level 5 (T=64-80)
325-369	370-395	396-417	418-433	434-475

**U.S. History (2013 was Baseline)**

Grade	Corresponding T-Score values
A	59-80
B	54-58
C	48-53
D	41-47
F	20-40

<b>Level 1 (T=20-40)</b>	<b>Level 2 (T=41-48)</b>	<b>Level 3 (T=49-56)</b>	<b>Level 4 (T=57-62)</b>	<b>Level 5 (T=63-80)</b>
325-377	378-396	397-416	417-431	432-475

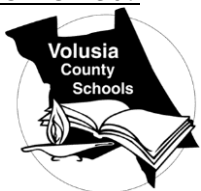
**Civics (2014 is Baseline)**

Grade	Corresponding T-Score values
A	58-80
B	48-57
C	38-47
D	28-37
F	20-27

<b>Level 1 (T=20-39)</b>	<b>Level 2 (T=40-47)</b>	<b>Level 3 (T=48-54)</b>	<b>Level 4 (T=55-60)</b>	<b>Level 5 (T=61-80)</b>
325-375	376-393	394-412	413-427	428-475

## Acceleration Plan: Performance Contract

Student Name: _____		Date: _____	
Alpha Code: _____		Date of Birth: _____	
Current G.P.A.: _____		Age: _____	
Current Grade Level: _____		School Name: _____	
Is student currently identified as gifted? _____ If not, is gifted eligibility suspected? _____			
If gifted suspected, date of referral: _____			
Student's Specific Reason For Request: (Please print)			
Documentation to Support Request: (Attach supporting documentation, i.e., copy of statewide, standardized assessment <b>SCORES</b> , online course grades, teacher recommendations, parent conference notes, etc.)			
Acceleration Plan and Timeline: (Develop an Individual Acceleration Plan that addresses the specific needs, goals, and objectives for identified student. Include timeline and progress monitoring dates.)			
Middle School Credits Completed: (Attach documentation regarding middle school coursework that has already been completed or currently in progress).			
<b>Conference Dates:</b>			
<i>Student will adhere to school and district policies regarding attendance, behavior, and extracurricular activities.</i>			
_____ Student Signature		_____ Parent /Guardian Signature	
_____ Counselor Signature		_____ Principal Signature	
_____ Date		_____ Date	
_____ Date		_____ Date	



## DECLARATION OF GRADUATION INTENT

\_\_\_\_\_  
*Student's Name*                      *Student ID*                      *School*

I declare my intent to graduate under the graduation option checked below.

☐ 18-credit Accelerated Diploma (Flag\_\_\_\_)

☐ Scholar Designation (Flag\_\_\_\_)

☐ Superintendent's Diploma of Distinction (Flag\_\_\_\_)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Date

☐ Graduation Option Flag \_\_\_\_\_ entered by \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date