

2024-2025

Student Progression Plan

Approved by the Flagler School Board on 2024-10-14



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About the Progression Plan

The Flagler Schools School Board Student Progression Plan establishes the procedures and requirements for promotion and graduation for Flagler Schools students. This plan has been developed to provide each student with the maximum opportunity to succeed in school and to gain an appropriate educational foundation.

Introduction

A school district Student Progression Plan is required by Florida Statute 1008.25 and must reflect the statutory intent that each student's progression from one grade to another be determined by criteria that reflect the student's proficiency in the Next Generation and Florida Standards and established, specific levels of proficiency in English Language Arts, science, social studies, and mathematics. The Student Progression Plan is a contract delineating what a student must know and be able to do to be promoted and graduate and what the district will do to help the student meet the requirements for promotion and graduation. The purpose of the Student Progression Plan is to present to school personnel, parents, students, and other interested citizens the board rules and administrative procedures required to implement state and local 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 are responsible for learning, regularly attending school and classes, and actively engaging in instruction. Parents are responsible for their children's attendance, for promoting an interest in learning, for sending their children to school each day rested, fed, and ready to learn and for ensuring their children's proper conduct while at school. The principal is responsible for creating and maintaining required records and reports, for providing leadership for instruction that meets the needs of all children, and for ensuring that teachers follow the appropriate standards. Teachers are responsible for providing effective instruction and remediation, documenting instruction, and documenting students' mastery of the Next Generation and Florida Standards.

The Student Progression Plan is reviewed and amended annually as prescribed by Florida law or as necessary to meet the needs of the Flagler Schools students. All instructional personnel of Flagler Schools are charged with the authority and responsibility to implement the Flagler Schools Student Progression Plan for the purposes of achieving state, district and school goals.

Notice for the Precedence of Florida Statutes

This plan is reviewed annually for legislative and school board policy changes using technical assistance from the Florida Department of Education (FLDOE) and the North East Florida Education Consortium (NEFEC). Florida Statutes (F.S.) take precedence.

General Information for K-12 Students

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options (S. 1002.3105)

Accelerated learning options for full-time public-school students in grades K-12 shall include but are not limited to whole-grade, midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects, advanced academic courses, enrichment programs, early high school graduation and the Credit Acceleration Program under s. 1003.4295. There may be additional ACCEL options available at the student's school.

All parents and students shall be notified of the opportunities for academic acceleration. Notification shall include eligibility requirements, referral process and relevant deadlines, appeals process and performance contracts for students who are referred by their parents.

A teacher, administrator, school counselor, school psychologist or parent may refer a student for academic acceleration.

An Acceleration Evaluation Committee shall be established at each school. The committee shall conduct a fair and thorough evaluation for each student who is referred for academic acceleration. The committee shall include a school administrator from the student's current school, a current teacher, a school counselor for the student's current school, a parent of the referred student and other school or district staff as may be needed. After careful evaluation based on appropriate data sources, the committee shall issue a written recommendation to the principal of the student's current school and to the parent. The committee shall develop a written acceleration plan for each student who will be whole grade accelerated or accelerated in one or more individual subject areas.

If the student is recommended for academic acceleration, the committee shall designate a school staff member to ensure successful implementation of the acceleration plan and to monitor the adjustment of the student to the accelerated setting.

A parent may appeal the decision of the Acceleration Evaluation Committee in writing if the committee does not recommend that the child is eligible to participate in academic acceleration.

A performance contract shall be developed for each student who participates in an acceleration option at the request of his/her parents. The student, parent, and school principal shall sign the contract.

A parent should contact the principal for information related to student eligibility requirements and the school's process through which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; information about virtual instruction in higher grade-level subjects; and information about any other ACCEL options offered by the principal.

The eligibility requirements for acceleration from elementary to middle school are statewide, standardized assessment English Language Arts and Math scores of Level 5; Language Arts, Science, Math and Science grades of A; and recommendation from the Acceleration Evaluation Committee regarding regular attendance, motivation, and parental support.

The eligibility requirements for acceleration from middle to high school are statewide, standardized assessment English Language Arts and Math scores of Level 5; Language Arts, Science, Math and Science grades of A; and recommendation from the Acceleration Evaluation Committee regarding regular attendance, motivation, and parental support; and meeting the promotion requirements as specified in S. 1003.4156 and S. 1003.4295. Students must also meet statutory requirements regarding promotion from middle to high school.

Application for brick-and-mortar whole-grade promotion or subject matter acceleration must be made no later than the first day of the school year. Application for virtual whole-grade promotion or subject matter acceleration may be made throughout the year.

There are early and accelerated graduation options under S. 1003.4281, S. 1003.4295, and S.1002.3105. A high school student who earns 18 credit hours and meets the following requirements will be awarded a high school diploma:

- Florida's new high school diploma course requirements without the required physical education course and only three credits in electives, and
- A cumulative grade point average of 2.0 on a 4.0 scale.
- Passing the Grade 10 statewide, standardized ELA assessment and the Algebra 1 EOC or receiving a concordant/comparative score. (*see the statewide assessment section for score chart*)

A fifth-year high school student may elect to graduate under the 18-credit ACCEL option.

Attendance (S. 1003.33)

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.

Assessment Programs (S. 1008.22, S. 1003.4156, S. 1003.4282)

A state standardized assessment in English Language Arts (ELA) shall be administered annually in grades 3 through 10. A state standardized assessment in mathematics shall be administered annually in grades 3 through 8. The end-of-year comprehensive progress monitoring assessment is the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.

The state assessment in Science shall be administered annually at least once at the elementary (Grade 5) and middle (Grade 8) levels.

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

- Students with an active Individual Education Plan (IEP) for whom alternate assessment has been identified on the IEP
- A student who receives a medical exemption as per state criteria.

A student who has not earned a passing score on grade 10 ELA and/or Algebra 1 EOC must participate in each retake of the assessment until the student earns a passing or concordant score or receives an ESE waiver.

State end-of-course (EOC) assessments are administered in Civics, Algebra 1, Biology 1, Geometry, and U.S. History shall be administered to students enrolled in such courses as specified in the course code directory. 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. A student's performance on the statewide, standardized EOC assessment must constitute 30 percent of the course grade.

Students taking a United States Government course will be required to take the Florida Civic Literacy Exam. Students earning a passing score on the Florida Civic Literacy Exam while in high school will be exempt from the postsecondary Florida Civic Literacy Exam requirement.

Communication about Student Progression (S. 1003.33, 1008.25)

The School Board shall annually report the progress of students toward achieving state and district expectations for proficiency in English Language Arts, social studies, science, mathematics and on the results of each statewide assessment test. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, and district and state assessment. Progress reporting will be provided to the parent in writing in a format adopted by the School Board. Report Cards will include the following:

- A. the student's academic performance in each class or course in grades 1 through 12 based on examinations as well as written papers, class participation, and other academic performance criteria;
- B. the student's conduct and behavior;
- C. the student's attendance, including absences and tardiness.

The final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Digital Scope and Sequence Tools (S. 1008.25)

The district must 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 sequence must include participation in curricular and instructional options and the demonstration of competence of standards required through attainment of industry certification and other means of demonstrating credit requirements.

English Language Learners

All students will have equal access to the appropriate instructional and intervention programs. Students will not be restricted because of limited English proficiency. Students who are classified as English Language Learners (ELLs) are required to have an individual ELL student plan that must include results of academic assessment and must also outline the instructional services to be provided. The ELL student plan may be the Progress Monitoring Plan if it addresses the student's academic needs in English Language Arts, science, social studies and mathematics. More details may be found in the District ELL Plan:

<https://www.flaglerschools.com/fs/resource-manager/view/264c82ae-3e81-444f-9713-f77ce90b8d8a>

Entrance to School District (S. 1003.21)

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.

A student entering Flagler Schools or from a non-public or out-of-state school must provide the following information:

- A. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school, if appropriate (State Rule 6A- 1.0985(3)(a)).
- B. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student, if appropriate (State Rule 6A-1.0985(3)(b));
- C. Evidence of date of birth (S. 1003.21);
- D. Evidence of immunization against communicable disease (S. 1003.22);
- E. Evidence of a medical examination completed within the last 12 months (S. 1003.22)

A student who transfers from an out-of-state public or nonpublic school and who does not meet regular age requirements for admission to Florida public school shall be admitted upon presentation of the information required and proof of enrollment. (State Rule 6A-1.0985)

Students will be placed on criteria based on various criteria as outlined in the following sections:

- For students entering the public school system from outside the United States, see **Grade Placement: Students Transferring from out of the Country.**
- For students entering the public school system in grades K-5 from homeschool, private, or out-of-state schools, see **Grade Placement: From Home, Charter, and Private Education Students.**
- For students entering the public school system in grades 6-8 from homeschool, private, or out-of-state schools, see **Placement: Transfer of Students.**
- For students entering the public school system in grades 9-12 from homeschool, private, or out-of-state schools, see **Transfer Students: State Uniform Transfer of High School Credits.**

Exceptional Student Education

Students who need the specialized instruction services offered by the Exceptional Student Education Program will follow the approved procedures as outlined in the district's Exceptional Student Education Policies and Procedures Manual (SP&P).

- <https://beessgsw.org/#/Spp/Institution/6ff6a5f4-f0c2-410f-b7ec-03ffc5918fc1/Document/1db8a9b9-e792-498f-be88-f41b2d440596/Public>

For more detailed information regarding student progression see the section in this document entitled Exceptional Student Education.

Grade Placement: Students Transferring from out of the Country

Each student who transfers into Flagler Schools from another country and has educational documentation will receive a recommended grade placement after an evaluation of the student's educational records has been made. This does not apply to exchange students. A certified translation to English of the educational documentation will be requested of the family. The school principal may make adjustments to these recommended placements in accordance with relevant State Board of Education rules. A combination of age appropriateness, previous school experience, and academic proficiency (if available) will be taken into consideration when placing students. Students who do not meet regular age requirements for entering kindergarten in Florida but who attended kindergarten in their native country must have an official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student. More details may be found in the District ELL Plan, Section 3: Programmatic Assessment:

- https://resources.finalseite.net/images/v1652821534/flaglerschoolscom/t9kftckiyxv5lx6g9br0/ell_plan_22_25.pdf

For district policy regarding exchange students, see under Exchange Student in the High School section of this document.

A student who transfers into Flagler Schools from another country and does not have educational documentation shall be initially assigned to an elementary, middle, or senior high school based on the following criteria:

- A. The age of the student as of September 1 of the school year shall be the official age used to determine the appropriate school level for placement.
- B. Students will be assigned to schools according to chronological age as follows:

Age	Placement
5-10 years	Elementary school
11 years	Elementary or middle school depending on the grade configuration of the school the student is attending
12-13 years	Middle school years' middle or senior high depending on the grade configuration of the school the student is attending
14 years or older	Senior high school or Adult Education if 18 or over

- C. A notarized statement indicating completion of a particular grade level from the student's parents(s), guardian(s), a school official from the student's native country or from the student, if an adult, may be submitted to the principal of the receiving school.
- D. Special care should be exercised to ensure that a student's limited English proficiency is not a factor to be considered in determining grade placement. Ultimately, grade placement is the responsibility of the principal in cooperation with the professional staff of the school.

Grading Scale (s. 1003.437)

The following grading system shall be used for grades K-12 to indicate progress towards mastery of the State Academic Standards in language arts, mathematics, science, and social studies.

Grade	Grade Range	Description
"A"	90 – 100	Outstanding
"B"	80 – 89	Above Average
"C"	70 – 79	Average
"D"	60 – 69	At Risk
"F"	0 – 59	Failing (Grade Level 2 – 12)
"F"	0 – 59	Progressing (Kindergarten & Grade 1)

Only the assigned teacher may change a student's grade. The teacher must follow the procedure established at each school for changing grades.

For AICE, AP, EOCs, and IB, a teacher may substitute a standardized assessment score for a final grade using the following equivalencies. A teacher may only substitute for a final grade outside of the equivalencies below with principal approval.

Standardized Assessment	Assessment Score	Final Grade Equivalent
Statewide ELA, math, social studies, or science assessment (FAST, FSSA, EOC)	score of 3	equivalent to a “C”
	score of 4	equivalent to a “B”
	score of 5	equivalent to an “A”
AP Exam	score of 3	equivalent to a “C”
	score of 4	equivalent to a “B”
	score of 5	equivalent to an “A”
IB Exam	score of 4	equivalent to a “C”
	score of 5 or 6	equivalent to a “B”
	score of 7	equivalent to an “A”
AICE Exam	score of 3 or 4 (E or D)	equivalent to a “C”
	score of 5 or 6 (C or B)	equivalent to a “B”
	score of 7 or 8 (A* or A)	equivalent to an “A”

Teachers will change an Incomplete to a final grade by July 15.

District honor roll students will be identified using the following criteria:

- Principal’s Honor Roll: A’s in all subject areas
- A/B Honor Roll: A’s and B’s in all subject areas

Homeless Children: Educational Opportunities (S. 1003.22)

Children and youth experiencing homelessness must have access to a free public education and must be admitted to school in the school district in which they or their families live. Flagler Schools shall assist homeless children to meet the requirements of statute as well as local requirements for documentation.

Intervention: Multi-Tiered System of Supports (S. 1008.25)

A student transferring to Flagler County Schools with an intervention plan will be matched with area of concern, intensity of support, and skill as indicated from transfer school.

MTSS Manual

Interim Progress Reports

Interim progress reports shall be issued to all students in grades 1-12 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar. Interim reports may be done via parent/legal guardian conferences as well as through our Student Information System, Skyward. Students with disabilities must receive a report or parent/legal guardian conference regarding progress toward IEP goals and objectives in accordance with the interim report.

Parents/legal guardians and students may check progress at any time through the district's Student Information System (SIS), Skyward. Dual Enrollment course information is not available in Skyward until the end of the semester as those grades are maintained in the Daytona State College (DSC) information system and are available to the student only, through the DSC website. When the final grade is transferred to the student's transcript, it will be available in Skyward.

Make-up Work (S. 1003.26)

Upon each unexcused absence, or absence for which the reason is unknown, the school principal or their designee shall contact the student's parent to determine the reason for the absence. If the absence is an excused absence, as defined by district school board policy, the school shall provide opportunities for the student to make up assigned work and not receive an academic penalty unless the work is not made up within a reasonable time.

Midyear Promotion

See section [Retention: Mandatory Grade 3 \(S. 1008.25, 6A-1.094221\)](#)

See section [Promotion to the High School \(S. 1003.4156, S. 1003.4295\)](#)

Military Personnel: Educational Opportunities for Dependent Children of Active Members (S. 1003.05)

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, advanced placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.

A student whose parent is transferred or is pending transfer to a military installation within a school district while on active military duty pursuant to an official military order shall be considered a resident of the school district for purposes of enrollment when the order is submitted to the school district and shall be provided preferential treatment in the controlled open enrollment process of the school district pursuant to s. 1002.31.

Notifications to Parents/Guardians (S. 1002.20, 1008.25)

Parents/guardians will be supplied with the following as applicable:

- A. An annual report that indicates student progress toward achieving district expectations for proficiency in English Language Arts, science, social studies, and mathematics
- B. Notification at any time during the grading period when there is a significant change in the student's achievement, effort and/or conduct
- C. Notification when an English Language Learner (ELL) is recommended for testing in a separate room with the English for Speakers of Other Languages (ESOL) teacher acting as test administrator. More detail is in the District ELL Plan:

<https://www.flaglerschools.com/fs/resource-manager/view/264c82ae-3e81-444f-9713-f77ce90b8d8a>

- D. Notification that students with disabilities will receive a statement of the student's progress toward (IEP) annual goals and the extent to which that progress is sufficient to enable the student to achieve goals by the end of the school year. The number of notifications per year is identified in the student's IEP.

Student performance and progress shall be reported to parents through periodic progress reports and report cards. Parents are encouraged to arrange conferences with teachers and other school personnel.

Partial Enrollment

Home schooled students in grades K-5 may partially enroll at their home zoned elementary school on a space-available basis with approval by the principal. Home schooled students in grades 6-12 who are 12 years of age and older may partially enroll for a maximum of three courses at the middle and high schools as space permits. Appropriateness of the course(s) will be determined by a review of the student's academic history. Partially enrolled students must follow the district Code of Student Conduct.

Priority for course placement will be given to full-time district-enrolled students.

Students who are partially enrolled must be scheduled for classes that are held consecutively so that they are on a school's campus for class attendance and not on campus when classes are not scheduled.

Full-time students must take a full schedule of seven classes unless they are taking classes through iFlagler, in which case their full schedule may be six classes. For full-time Dual Enrolled students, a full schedule is defined as student enrollment totalling seven credits spanning the full school year, with no fewer than three credits per semester. Students must consult with their school-based counselor to ensure the selected dual enrolled courses meet this minimum requirement. If a student earns a grade of "D" or "F" in a dual enrollment class, the student is required to meet with their school-based counselor to update their schedule to ensure they remain a full-time student.

Personalized Education Program

Florida students not enrolled full time in a public or private school who are participating in the FLDOE scholarship through a parent-directed Personalized Education Program (PEP) who wish to enroll in one or more courses in Flagler Schools must complete a request with Student Services.

Students must initiate a request at least 2 weeks prior to the start of each semester. Upon receipt of the request, Student Services will verify the student is eligible and that there is space available for the requested courses. If the student is approved, parents will be notified of the schedule options and be sent an invoice via email outlining detailed costs (including, but not limited to, course fees, related services, transportation, student device, and assessments). Payment must be made in full prior to the student's enrollment in the course. Students may drop a course for a full refund within the first 10 days of the course.

Progress Monitoring Plan (S. 1008.25)

Each student must participate in the statewide, standardized assessment program required by S. 1008.22. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra 1 EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. 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:

1. A federally required student plan such as an individual education plan;
 2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
 3. An individualized progress monitoring plan.
- (c) A student who has a substantial reading deficiency as determined in paragraph (5)(a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary.

The parents or guardians will be notified if their student exhibits a substantial deficiency in reading.

The teacher will identify as soon as possible, for the principal and parents/guardians, those students who are not making satisfactory progress toward appropriate grade level standards and specific levels of performance. Students who fail to respond to intervention and decrease the gap in proficiency between themselves and their peers, as evidenced by ongoing progress monitoring, must be involved in the district established Multi-Tiered System of Supports (MTSS) process.

Progression of Students

Promotion and retention of students is addressed within the appropriate section of this plan. It is expected that all students will make progress annually and demonstrate satisfactory proficiency in English Language Arts, science, social studies, and mathematics to move to the next grade level or to

graduate in a timely manner. No student at any grade level may be assigned to a grade level based solely on age or other factors that would constitute social promotion. An appropriate intervention program will be provided for a student who has been retained according to the MTSS process. The district, in consultation with school staff, will determine the nature of the intervention program.

Statewide, standardized assessment scores are not the sole determiners of student promotion and serve to offer valuable information about student performance. Additional criteria (other evaluation, portfolio reviews, and assessment data) as described in each section of this progression plan are used to determine a student's promotion from one grade to the next.

At the end of the third grade summer reading camp, parents will receive a report regarding the student's placement for the following year.

Report Cards (S. 1003.33)

All schools will use a district-approved report card. A school may use supplementary reporting instruments which may accompany the standard report card. Report cards will be issued to all students at regular intervals as approved by the superintendent. The parent/guardian will be supplied with an interim report at the midpoint of each grading period. This may be in the form of a printed report, or electronic notification.

Transfer Grades

Teachers will enter mid-quarter transfer grades into their grade books. If only a letter grade is transferred, the numeric conversion is as follows:

Letter Grade	Numeric Equivalent
"A"	95
"B"	85
"C"	75
"D"	65
"F"	50

Registrars will enter semester final grades on transcripts.

Virtual Instruction Program (S. 1002.45)

iFlagler, the district Virtual Instruction Program (VIP), is available to all students grades K-12. iFlagler Virtual Programs is a franchise of Florida Virtual School. iFlagler offers full-time and part-time registration options. iFlagler Virtual is a semester based program, therefore students must enroll for a minimum of 1 full semester.

Grades K-5:

iFlagler is partnered with MyDistrict Virtual for the elementary program. Students in grades K-5 use The Florida Virtual School curriculum. A parent/guardian must be present during each school day to work with the student as a learning coach. Registration for the elementary program will close 30 days after the first day of each semester. Registration deadlines can be found on the school website:

- www.iflagler.org

Grades 6-12:

The iFlagler secondary program is open for registration until March 1st. If summer classes are offered, registration will reopen.

Students in grades 6-12 may also take courses through Florida Virtual School (FLVS) or other district virtual instruction program course offerings.

District-enrolled students intending to take district-approved virtual instruction provider course offerings must work with their school counselors to determine whether or not virtual education is appropriate for their academic needs and to ensure that they have met course prerequisites. Students must also receive permission from their parents before enrolling.

District-enrolled students taking high school courses through FLVS district virtual instruction program course offerings will earn credit that will be transferred to their district high school record. Diplomas for full-time students are issued through the home-zoned school. The school of enrollment for full-time iFlagler seniors will be their home-zoned school. The school of instruction will be iFlagler.

Students with disabilities who choose to enroll in the Virtual Instruction Program shall have an IEP meeting to determine the appropriateness and need for additional services beyond those provided in the virtual instruction program.

High school students will be allowed to take iFlagler courses off campus during the regular school day if they meet the following criteria:

Option	Criteria
Option 1	Student has 3.0 unweighted GPA OR
Option 2	Student is dual enrolled

All other students taking iFlagler classes as part of their regular schedule will take the courses in the on-campus labs.

The off-campus privilege will be rescinded if students become behind pace or are failing the course after the grace period ends. They will then be required to continue in the on-campus district virtual instruction program lab.

Public school students receiving instruction by the Florida Virtual School or other district virtual instruction program in courses requiring statewide end-of-course assessments must take all statewide end-of course assessments required pursuant to s. 1008.22(3)(b)2. All statewide assessments must be taken at the school to which the student would be assigned according to district school board attendance areas. A school district must provide the student with access to the school's testing facilities.

(S. 1002.45) The district will provide parents with timely written notification of at least one open enrollment period for full-time students of 90 days or more that ends 30 days before the first day of the school year.

The district may deliver courses in the traditional school setting by personnel certified pursuant to S. 1012.55, F.S., who provide direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques. Students in a district-approved blended learning course must be full-time students of the school.

Full-time FLVS or other district virtual instruction program students are eligible to participate in any home-zoned school activity that is not available through their virtual program. Students must meet the same participation requirements as brick-and-mortar students.

Full-time virtual students must maintain weekly contact with their teachers and submit work weekly. Failure to do so will result in truancy proceedings.

The school of enrollment provides ESE services for seniors.

The home-zoned school staff is responsible for providing required services not offered by the virtual program.

Elementary School Progression (Grades K – 5)

Areas of Study

The following areas of study are required at each grade level:

- Language Arts (reading, literature, listening, critical observation, speaking, writing and language)
- Mathematics
- Science
- Social Studies
- Physical Education and Comprehensive Health Education
- Art
- Music

The areas of study above in grades K-5 may be modified to meet an individual student's academic needs.

The following areas of study which are not course specific, but are supported by state statute, will be integrated into the curriculum: multicultural education, Holocaust education, technology, patriotism, critical thinking skills, character education, and Mental Health.

Comprehensive Health

Comprehensive health education is required instruction that addresses concepts of community health; consumer health; environmental health; family life, mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; substance use and abuse; and prevention of child sexual abuse, exploitation, and human trafficking.

Entrance to Pre-Kindergarten Early Intervention Program (S. 1003.21)

Children with disabilities who have attained the age of 3 years are eligible for admission to public special education programs or related services during that school year or a preschool program as provided in Florida Statutes.

Entrance to Kindergarten (S. 1003.21, S. 1003.22)

All children shall be eligible for admission to kindergarten who have attained the age of 5 years on or before September 1 of the school year. However, a child who transfers from another state shall be admitted under the same age requirements as established in the state where he/she previously resided. Before admitting a child to kindergarten, the principal shall require evidence of:

- A. The child's date of birth in the manner provided by Florida Statutes;
- B. An up-to-date immunization record; and,
- C. A school-entry health examination conducted within one year prior to enrollment in school in accordance with State Board of Education Rule 6A-6.024. In extenuating circumstances, the principal may allow certification to be provided within thirty days of enrollment, i.e. homeless.

A kindergarten student who transfers from an out-of-state school and who does not meet age requirements for admission to Florida public schools, must satisfy the following:

- Meet age requirements for public schools within the state from which the student is transferring and have academic credit that is acceptable.
- In addition, the parent must provide all the following:
 - Official documentation that the parent/legal guardian had resident status in the state in which the student was previously enrolled in school.
 - Official School records which show attendance, academic information, and grade placement in kindergarten.

Entrance to First Grade (S. 1003.21)

For admission to first grade, a student shall be 6 years old on or before September 1 of the school year and shall satisfy one of the following requirements:

- A. Previous enrollment and attendance in a Florida public school.
- B. Satisfactory completion of kindergarten requirements in a nonpublic school; or,
- C. Previous attendance in an out-of-state school in which he/she was admitted on the basis of age requirement established by the state of residency.
- D. For placement of home school students, refer to the section entitled “Grade Placement: Home Education Students” in this document.

Newly enrolled students who do not have a record of previous kindergarten enrollment and who meet the age requirements of admission to first grade will be placed in a kindergarten class and given the school-selected screener prior to the end of the first quarter of school. Students who meet eligibility criteria on the screener may be placed in first grade at principal discretion.

A first-grade student who transfers from an out-of-state school and does not meet age requirements for Florida public schools must satisfy the following:

- Meet age requirements for public schools within the state from which the student is transferring.
- Have academic credit for completing kindergarten that is acceptable under the rules of the School Board.

Grades 2 - 5 Initial Placement:

Students who meet the criteria for admission or transfer shall progress according to the district’s Student Progression Plan. Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students.

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The grade placement of any student transferring from out-of-state into grades 2 - 5 shall be determined by the principal (or designee) of the receiving school. The student must satisfy the following requirements:

- Age requirement for public schools within the state from which the student is transferring.
- Academic credit that is acceptable under the rules of the School Board.

Grade Placement: From Home, Charter, and Private Education Students

Kindergarten – First Grade

When a student transfers from a Florida home education program to Flagler Schools:

1. The principal or designee will evaluate the student’s portfolio or other evidence of achievement, including standardized tests that the student has taken.
2. If no portfolio is presented, the school will administer a cumulative reading test and a cumulative math test to determine placement. A passing score is required to place a student in the next grade level.

Second Grade – Fifth Grade

When a student transfers from a Florida home education program to Flagler Schools, the grade placement must not be based solely on the recommendation of the home education instructor or parent/guardian. Instead, the principal or a designee shall evaluate the student’s portfolio or other evidence of achievement, including standardized tests that the student has taken. If there is sufficient evidence of grade level mastery, then the student shall be placed accordingly.

If no portfolio is presented, or the portfolio does not show evidence of grade level mastery, the school must administer both a Reading and Math cumulative exam from the currently adopted resources to determine placement. A passing score of 60% or a score indicating a student is no more than 1 year below the intended grade level in both Reading and Math is required to place a student in that grade. A student’s placement may be changed within four weeks if there is a lack of satisfactory completion of academic work.

Grading System

Teachers are responsible for communicating their individual procedures to students and parents at the beginning of the year. Grade weights are as follows:

Category	Grade Weight
Classwork	20%
Quizzes	30%
Tests	40%
Homework	10%

Homework in grades K-2 shall be no more than a total of 30 minutes; grades 3-5, 50 minutes. Parents will be encouraged to read books with their children as part of the allotted homework time.

Teachers will update student grades at least one time every five school days.

Late Work

Any assignment not submitted on its due date may be subject to a lower grade.

Mathematics Deficiency (S.1008.25, S.1002.20)

Any student in a Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early mathematics skills and any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia, based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observation data must be provided with specific instruction to address his or her specific deficiencies through either: Daily targeted small group mathematics intervention based on student need; or Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or trained tutor; be monitored and have instruction adjusted based on their needs.

These students must be covered by a federally required student plan such as an individual education plan or an individual progress monitoring plan, or both, as necessary. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial math deficiency and initiate intensive math interventions.

In addition, a school may not wait until an evaluation is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional that demonstrates that they have been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty identified by the professional.

A student's math proficiency must be monitored and intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district.

The parent of any student who exhibits a substantial deficiency in math must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics.

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Physical Education (S. 1003.455)

Each elementary school will provide 150 minutes of physical education each week for students in kindergarten through grade 5. This requirement shall be waived for a student who meets one of the following criteria:

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

Progression of Retained Readers (S. 1008.25)

Students retained under statute must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

- Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
- Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1.
- A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. This instruction may include:
 - Integration of content-rich texts in science and social studies within the 90-minute block.
 - Small group instruction.
 - Reduced teacher-student ratios.
 - More frequent progress monitoring.
 - Tutoring or mentoring.
 - Transition classes containing 3rd and 4th grade students.
 - Extended school day, week, or year.

Each school district shall:

- Provide written notification to the parent of a student who is retained under statute 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. The notification must comply with statute 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.
- Implement a policy for the midyear promotion of a student retained who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with 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. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.
- Provide students who are retained in third grade, including students participating in the school district's summer reading camp, with a highly effective teacher as determined by the teacher's

performance evaluation under s. 1012.34, and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading.

- Establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:
 - Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 standards in other core subject areas through content-rich texts.
 - Small group instruction.
 - Reduced teacher-student ratios.
 - The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, have proven results in accelerating student reading achievement within the same school year.
 - A read-at-home plan.

Promotion

Promotion to the Next Grade Level (K-5):

The teacher recommends promotion based on satisfactory achievement on the following: grade level Florida Standards, district-wide assessment progress tests, classroom work, observations, tests, and other relevant achievement data. Student promotion is also based upon an evaluation of the student's acceptable progress toward grade level Florida Standards and levels of performance on statewide assessments. 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____."

Promotion/Change of Grade Placement during the School Year (not to be used in grade 5):

The principal or designee may make a decision for promotion during the year for retained students. This will be determined by the recommendation of the classroom teacher and a passing grade on cumulative assessments in the area that caused the student to be retained and with discussion with the parent/guardian. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the statewide, standardized assessment taken in the retained grade, or grade level or higher on a district assessment.

The principal or designee may make a decision for a change of grade placement to a lower grade level during the school year, considering the recommendation of the classroom teacher and with discussion of parent/guardian. The student's permanent record card and report card will reflect the promotion/change of grade placement. A conference with the parent/guardian must be offered prior to change of grade placement.

For grade 3 students, midyear promotion must follow the procedures outlined in section “Retention: Mandatory Grade 3”, below.

Reading Deficiency (S. 1008.25, S. 1002.20, HB 7004)

Any student in Pre-Kindergarten through grade 3 who exhibits a substantial deficiency in reading, based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observation data must be provided intensive, explicit, systematic, and multisensory reading intervention immediately following the identification of the reading deficiency. These students must be covered by a federally required student plan such as an individual education plan or an individual progress monitoring plan, or both, as necessary. The individualized progress monitoring plan must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available.

A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia. The student’s reading proficiency must be monitored and the intensive intervention must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student’s difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. The student progression requirements and that if the child’s reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.

7. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.

8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485 and the New Worlds Scholarship Accounts under s. 1002.411 and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

Retention

A student in any elementary grade who does not meet levels of performance on statewide assessments in English Language Arts, science, and mathematics, as defined by the Commissioner of Education, and failing to meet satisfactory grade level standards, district-wide assessments, progress monitoring, classroom work, observations, tests, district assessment and other classroom generated relevant data may be retained with approval of the principal and with written notification to the parent/guardian. Students will not be retained by parent request. A student who is retained must receive intervention strategies that are different from the previous year's program and take into consideration the student's learning style.

An appropriate alternative placement must be considered for a student who has been retained two or more years, including placement in Tier 2 or 3 of the Multi-Tiered System of Support (MTSS). In all retention situations, there must be evidence that the student is in the MTSS process. A copy of the plan will be placed in the student's cumulative record folder. The student's permanent record card and report card shall show "Retained in Grade ____."

A student classified as English Language Learner (ELL) may not be retained due to the student's lack of English proficiency. Retention for reasons other than above must be brought to the ELL Committee of the student's school and must be documented on the ELL Committee Form. The parents must be invited to attend this meeting at which retention is being discussed. Meeting notification will be sent to parents in the home language when possible.

Retention: Mandatory Grade 3 (S. 1008.25, 6A-1.094221)

To be promoted to grade 4, a student must score a level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22 for grade 3. If a student's reading

deficiency is not remedied by the end of grade 3, as demonstrated by scoring level 2 or higher on statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained.

Grade 3 students may only be exempt from mandatory retention for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions are limited to the following:

- Limited English Proficient (LEP) students who have had less than two (2) years of instruction in English for Speakers of Other Language (ESOL) program based on the initial date of entry into a school in the United States.
- Students with disabilities whose individual education plans (IEP) indicate that participation in the statewide assessment program is not appropriate, consistent with the requirements of 1008.212
- Students who demonstrate an acceptable level of performance on an alternate standardized reading assessment approved by the State Board of Education.
- A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment. To promote a student using a student portfolio as a good cause exemption there must be evidence that demonstrates the student's mastery of the B.E.S.T. ELA Standards equal to at least a Level 2 performance on the grade three statewide standardized English Language Arts assessment under Section 1008.22, F.S. Such evidence shall be an organized collection of the student's mastery of the B.E.S.T. ELA Standards that are assessed by the grade three statewide standardized English Language Arts assessment under Section 1008.22, F.S. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. The student portfolio must meet the following criteria:
 - Be selected by the student's teacher,
 - Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom,
 - Include evidence that the benchmarks assessed by the grade three statewide standardized English Language Arts assessment under Section 1008.22, F.S., have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. ELA Standards.
 - Be an organized collection of evidence of the student's mastery of the B.E.S.T. ELA Standards that are assessed by the grade three statewide standardized English Language

- Arts assessment under Section 1008.22, F.S. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark and,
- o Be signed by the teacher and the principal as an accurate assessment of the required reading skills.
 - Students with disabilities who take the statewide, standardized assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in kindergarten, first, second, or third grade.
 - Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in K-3 for a total of two years. Students may not be retained in grade 3 more than once.

Requests for good cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

- Documentation appropriate to the specific good cause exemption must be submitted from the student's teachers to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record.
- The school principal shall review and discuss such recommendations with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make recommendations in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

Midyear promotion opportunities may be available to third grade students who were retained due to a reading deficiency in third grade the previous year. Such promotions of retained third grade students may only occur during the first semester of the academic year. To be eligible for midyear promotion, a student must demonstrate that:

- He/she is a successful and independent reader, as demonstrated by reading above the third grade level
- Has progressed sufficiently to begin mastery of fourth grade reading skills
- Has met any additional requirements, to include the achievement of levels of minimum competency in areas other than reading (mathematics, science, social studies, writing) for the third grade level during the previous school year.

Eligibility will be determined through the use of a district-approved standardized assessment documenting an appropriate score in reading comprehension, as evidenced by a standard score or percentile consistent with the month of promotion to fourth grade, or through a portfolio that meets the state requirements outlined in Rule 6A-1.094221.

Additionally, a retained third grade student is eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years.

No student may be placed/promoted to the next grade level during the academic year unless recommended by the principal or by his/her designee and approved by the Superintendent with appropriate documentation.

Transfer of Grades

Grades for a student who enrolls during the last 20 days of a grading period may be determined by the school district from which the student is transferring. If the transferring school district will not issue grades for the student, the receiving school principal may use appropriate assessment instruments to determine grades for the purpose of progression. Students not enrolled for a minimum of 20 days before the end of the marking period will not receive a report card. They will receive a progress report instead. Transfer grades are accepted at face value.

Voluntary Pre-Kindergarten (VPK)

This state funded program provides age-appropriate early learning opportunities for four and five-year olds. School year programs offer 540 contact hours, summer programs offer 300 contact hours. VPK programs are monitored by the Early Learning Coalition of Flagler and Volusia to ensure contractual compliance and promote high quality. Program elements monitored include but are not limited to instructor qualifications, class size, attendance, and curriculum.

To be eligible, children must live in Florida and be 4-years old on or before September 1 of the current school year. Parents whose children are born between February 2 and September 1 of the calendar year may postpone enrolling their 4-year-old until the following year when their child is 5. No fees or charges to families may be associated with children's participation in VPK.

Middle School Progression (Grades 6 – 8)

Civics (S. 1003.4156, S. 1008.22)

A student's performance on the end-of-course assessment in civics education must constitute 30 percent of the student's final course grade.

A middle grades student who transfers into the state's public school system from out-of-country, out-of-state, a private school or a home education program after the beginning of the second term of eighth grade is not required to meet the Civics education requirement for promotion 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.

Common District Finals (CDFs) and Principal-Approved Assessment

In grades 6, 7 and 8, for all identified subject areas not assessed by a statewide, standardized assessment, industry certification exam, and/or nationally recognized standardized assessment, a common district final (CDF) will be administered to students at the end of their respective course. The CDF shall constitute 20% of the student's grade in all subject areas that fall into this category. If a

student receives a grade of zero due to not taking the CDF, he/she must take it before July 15. If the CDF has not been taken by July 15, the teacher of record will issue a zero for the CDF and count that as 20% of the course final grade. When a CDF is not available, a Principal-Approved Assessment (PAA) will be used and will account for 20% of the course final grade.

Comprehensive Health Education (S. 1003.42)(1)(b)

Comprehensive health education is required instruction that addresses concepts of community health; consumer health; environmental health; family life, including (in grades 6 through 12) an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; substance use and abuse; prevention of child sexual abuse, exploitation, and human trafficking; and life skills that build confidence, support mental and emotional health, and enable students to overcome challenges.

The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

The health education curriculum for students in grades 6 through 12 shall include the awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy (S.1003.42(n(3))).

Students may be exempted from the comprehensive health components that include reproductive health or the symptoms, development, and treatment of disease, including HIV and AIDS, when requested by a parent in writing. More information regarding the opt-out of these lessons can be found on the Flagler Schools website (<https://www.flaglerschools.com/academics/comprehensive-health>). A student who is exempted will not be penalized because of the exemption (1003.42(3) F.S.).

For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet (1003.42 (5)(a) F.S.).

The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability (1003.42 (5)(b) F.S.).

Dual Enrollment

Middle School students may be eligible for Dual Enrollment opportunities. For eligibility requirements, refer to the Articulation Agreement for the appropriate college or university. For a full description of

Flagler Schools' Dual Enrollment program, see **Dual Enrollment College Credit Programs and Career Dual Enrollment (S.1007.271, S. 1007.23)** in the High School section.

Grade Forgiveness (S.1003.4282)

Middle school students taking high school courses for high school credit who receive a grade of “C”, “D”, or “F”, may have their grade replaced with a “C” or higher in the same or comparable course. In all middle and high school cases, only the new grade shall be used in the calculation of the student’s grade point average.

Placement: Transfer of Students (State Rule 6A-1.09941)

This rule establishes uniform procedures relating to the acceptance of transfer work and courses for students entering Florida’s public schools composed of middle grades 6, 7, and 8 from out of state, out-of-country, a personalized education plan, and from Home Education. The procedures shall be as follows:

- A. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in State Rule 6A-1.09941(1)(b).
- B. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first [nine weeks] grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in State Rule 6A-1.09941(1)(C).
- C. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
 - 1. Portfolio evaluation by the superintendent or designee;
 - 2. Demonstrated performance in courses taken at other public or private accredited schools;
 - 3. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - 4. Demonstrated proficiencies on a statewide, standardized assessment, or
 - 5. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments.

High School course credits that are taught in a middle school may only be transferred if the transferring school is a Cognia accredited middle school as defined by accreditation from one of the following recognized regional or non-public partnership accrediting agencies.

To search schools who have been accredited through Cognia visit:

- <https://home.cognia.org/p/registry>

Recognized regional accrediting agencies include:

- The North Central Association Commission on Accreditation and School Improvement (NCA CASI)
- Northwest Accreditation Commission (NWAC)
- The Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)
- Western Association of Schools and Colleges (WASC)
- The Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools (MSA CESS)
- New England Association of Schools and Colleges (NEASC).

Non-public partnership accrediting agencies include:

- American Association of Christian Schools (AACCS)
- Association of Christian Schools International (ACSI)
- Association of Christian Teachers and Schools (ACTS)
- Alabama Independent School Association (AISA)
- American Montessori Society (AMS)
- Association of Independent Schools of Florida (AISF)
- Christian Schools of Florida (CSF)
- Christian Schools International (CSI)
- Commission for Oseti Sakowin Accreditation (COSA)
- Council on Educational Standards & Accountability (CESA)
- Council of Islamic Schools in North America (CISNA)
- Council on Occupational Education (COE)
- Diocese of Brooklyn
- Florida Association of Christian Colleges & Schools (FACCS)
- Florida Catholic Conference (FCC)
- Florida Coalition of Christian Private Schools & Accreditation (FCCPSA)
- Florida Council of Independent Schools (FCIS)
- Georgia Independent School Association (GISA)
- Independent Schools Association of the Central States (ISACS)
- International Christian Accrediting Association (ICAA)
- League of Christian Schools (LCS)
- LuthEd
- Mennonite Education Agency (MEA)
- Midsouth Association of Independent Schools (MAIS)
- Minnesota Nonpublic School Accrediting Association (MNSAA)
- National Alliance of Christian Schools (NACS)
- National Christian School Association (NCSA)
- National Independent Private Schools Association (NIPSA)
- North American Christian School Accrediting Agency (NACSAA)
- Northwest Association of Independent Schools (NWAIS)

- Ohio Catholic School Accrediting Association (OCSAA)
- Red de Colegios Semper Altius
- South Carolina Independent School Association (SCISA)
- Serving & Accrediting Independent Schools (SAIS)
- Tennessee Association of Christian Schools (TACS)
- Torah Umesorah (TU)
- Virginia Association of Independent Schools (VAIS)
- Western Catholic Educational Association (WCEA)

High School Credit

Accelerated middle school students may earn credit toward high school graduation under the following conditions:

- A. High School courses offered at the middle school level must meet the standards approved for the high school courses. If Honors classes are taken, Honors weighting will be given when students are promoted to the high school.
- B. Courses are offered for the same number of hours of instruction as currently offered at the high school, follow the current Florida Department of Education course standards and course description, use the same textbook and the same final exam. State EOCs will count as 30 percent of the final grade. Common District Finals will count as 20 percent of the grade.
- C. District-enrolled students at the middle school level approved to take courses from the Florida Virtual High School will earn credit which will be transferred to their high school record as explained above.
- D. (S.1003.4282) Middle school students taking high school courses for high school credit who receive a grade of “C”, “D”, or “F” may have their grade replaced with a “C” or higher in a comparable course. In all middle and high school cases, only the new grade shall be used in the calculation of the student’s grade point average.
- E. Middle school students enrolled in Algebra 1 must take the Algebra 1 EOC assessment and pass the course to earn high school Algebra 1 credit. A middle school student is not required to earn a passing score on the Algebra 1 EOC assessment in order to earn high school credit or to be promoted to high school. A middle school student’s performance on the Algebra 1 EOC assessment constitutes 30 percent of the student’s final course grade.
- F. Middle school students enrolled in Geometry must take the Geometry EOC assessment and have the results of the Geometry EOC constituted as 30 percent of the student’s final course grade.
- G. When middle school students take high school courses, this starts their high school transcript and their Grade Point Averages (GPAs). GPAs are used to determine eligibility for graduation, scholarships (including Bright Futures), class ranking, and admission to college.

Physical Education (S. 1003.455)

The equivalent of one class period per day of physical education for one semester of each year is required. This requirement will be waived for a student who meets one of the following criteria:

- A. The student is enrolled or required to enroll in a remedial course.

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

Promotion from 6th Grade to 7th Grade and 7th Grade to 8th Grade

Students who fail one core academic course may repeat the course during the summer through Florida Virtual School or iFlagler, if available. Students who do not successfully complete the course will be placed in the course during subsequent grade in lieu of an elective.

Students who fail two core academic courses must successfully repeat at least one of the courses during the summer through Florida Virtual School or iFlagler, if available. Students who do not successfully complete at least one failed core academic course will be retained in their current grade level. Students who successfully complete at least one failed core academic course during the summer will be promoted to the subsequent grade and will repeat the second failed course during the subsequent grade in lieu of an elective. This opportunity is available only with permission of the Principal or Assistant Principal and after the student and parent sign a memorandum of understanding. If the failed courses are not available through FLVS or iFlagler, then the student will be retained in their current grade.

Promotion to the High School (S. 1003.4156, S. 1003.4295)

Promotion from a school that includes middle grades requires that the student must successfully complete academic courses as follows:

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

- A. Three middle grades or higher courses in English Language Arts (ELA).
- B. Three middle grades or higher courses in mathematics. Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. To earn high school credit for Algebra 1, a middle grade student must take the statewide, standardized Algebra 1 EOC assessment, pass the course, and a student's performance on the Algebra 1 EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- C. Three middle grades or higher courses in social studies. One of these courses must be at least a one- semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the

United States. A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

- D. Three middle grades or higher courses in science. Successful completion of a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- E. One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under S. 445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under S. 1003.4285; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; and the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to S. 1003.492 or S. 1008.44. The course may be implemented as a stand-alone course or integrated into another course or courses.

There are no mid-semester promotions. Promotions to high school may only occur at the semester break if a student has already earned at least 1 high school credit. Students must also be currently enrolled in any high school courses offered at the middle school and earning a grade equivalent to lowest acceptable progress (grade of D).

The minimum length for core courses is 45 minutes per day.

There is also an opportunity to select elective courses. These courses will include the integration of critical thinking skills and computer literacy.

Middle school students failing high school courses may be withdrawn at the end of the first quarter with no academic penalty. After that, students will receive semester grades that will be placed on their transcripts.

High School Progression (Grades 9 – 12)

Adult High School

Students who are already 18 years old and not on track to graduate with their 9th grade cohort when they enter the district will be referred to Daytona State College Adult High School.

Students are considered on track when they are current with their cohort graduation requirements as outlined by DOE (See the [Graduation Charts](#) section for latest standard diploma requirements).

Acceleration Notification, Advisement, and Opportunities (S.1003.02, S.1003.4295)

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Cambridge AICE, dual enrollment, career academy classes, courses that lead to industry certification, Florida Virtual School courses, and options for early or accelerated high school graduation.

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra 1, Geometry, United States History, and Biology if the student passes the statewide, standardized assessment administered under s. 1008.22. Notwithstanding s. 1003.436, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the statewide, standardized end-of-course assessment during the regular administration of the assessment. A student may also earn course credit by passing the Advanced Placement exam or a College Level Examination Program (CLEP) without being enrolled in or completing the corresponding course.

A student may earn credit in a designated course by passing a nationally recognized industry certification exam in information technology that is identified on the CAPE industry certification list without enrolling in or completing the corresponding course.

Advanced Placement (AP)

- A. Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Some colleges may only accept a score of 4 or 5.
- B. A student will receive high school credit based on the grade received in the AP class.
- C. A student enrolled in an AP class, but failing to take the AP subject exam, will have the course of study changed to an Honors class. The student will receive a zero on the course final exam, which will count as 20% of the final class grade.

Cambridge Advanced International Certificate of Education (AICE)

- A. The Cambridge AICE program is an international curriculum with an examination system offered by the University of Cambridge in Cambridge, England.

- B. AICE diploma-seeking students will have met graduation requirements with successful completion of the AICE curriculum and sitting for the required examinations.
- C. A student will receive high school credit based on the grade received in the AICE course.
- D. Students enrolled in an AICE course do not need to be AICE diploma-seeking. Courses may be offered a la carte at the discretion of the school.
- E. Receipt of an AICE Diploma is accepted in lieu of all other requirements to earn the Florida Academic Scholars Award of the Florida Bright Futures Scholarship Program.
- F. AICE diploma-seeking students may take AP examinations.
- G. A student enrolled in an AICE class, but failing to take the AICE subject exam, will have the course of study changed to an Honors class. The student will receive a zero on the course final exam, which will count as 20% of the final class grade

Certificate of Completion (S. 1003.4282, 1003.433, 1008.25)

Students who earn the required 24 credits or the required 18 credits under the ACCEL option (S. 1002.3105) but fail to pass the assessments required under S. 1008.22 or fail to achieve a 2.0 GPA will be awarded a certificate of completion.

Students who earn the required 24 credits for the standard high school diploma except for passage of any must-pass assessment under s. 1003.4282 or s. 1008.22 or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

- A. Participation in an accelerated high school equivalency diploma preparation program during the summer.
- A. Upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to developmental education or credit courses at a Florida College System institution, as appropriate.
- B. Participation in an adult general education program as provided in s. 1004.93 for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment under s. 1003.4282 or s. 1008.22 an unlimited number of times in order to receive a standard high school diploma.

High schools shall use all available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra 1 and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

A student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

Common District Finals (CDFs)

In grades 6 through 12, for all identified subject areas not assessed by a statewide, standardized assessment, industry certification exam, and/or nationally recognized standardized assessment, a

common district final (CDF) will be administered to students at the end of their respective course unless the district has given approval for a principal-approved final exam. The CDF shall constitute 20% of the student's grade in all subject areas that fall into this category. If a student receives a grade of zero due to not taking the CDF, he/she must take it before July 15. If the CDF has not been taken by July 15, the teacher of record will issue a zero for the CDF and count that as 20% of the course final grade. Exceptions to this may be made by high school principals in order to enable a senior to graduate. When a CDF is not available, a Principal-Approved Assessment (PAA) will be used and will account for 20% of the course final grade.

Comprehensive Health Education (S. 1003.42)

The district provides a comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; substance use and abuse; and prevention of child sexual abuse, exploitation, and human trafficking.

The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

The health education curriculum for students in grades 6 through 12 shall include the awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy (S.1003.42(n(3))).

Students may be exempted from the comprehensive health components that include reproductive health or the symptoms, development, and treatment of disease, including HIV and AIDS, when requested by a parent in writing. More information regarding the opt-out of these lessons can be found on the Flagler Schools website ([insert direct link](#)). A student who is exempted will not be penalized because of the exemption (S.1003.42(3)).

For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet (1003.42 (5)(a) F.S.).

The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability (1003.42 (5)(b) F.S.).

Course Drop/Add Timeline

Students may drop a course within the following timeline with no adverse effect to their GPA: Day 1 through Day 10 of each semester. Changes within the same content area to a lower level (e.g., English I Honors to English I) are at the discretion of the Principal or designee. School counselors/teachers must assist students with these changes. Students enrolled in college courses must adhere to the college add/drop schedule.

If a student requests a change after the drop/add period, the following conditions must be met:

- A. The Principal or designee must approve schedule changes.
- B. The receiving teacher must utilize the grades earned up to the point of transfer if a student is transferring to the same or equivalent course.

Course Credit (S. 1003.436)

- A. One full credit for high school graduation is defined as a minimum of 135 hours of instruction in a designated course taken on a traditional schedule or 120 hours on a block schedule. The minimum number of instructional hours required for one high school credit for Dual Enrollment is 120.0.
- B. One-half credit is defined as the equivalent of one-half of the requirements for one full credit.
- C. A student enrolled in a full-year course shall receive a **full credit** if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half **would** result in a passing grade, provided that the student meets district attendance requirements.
- D. A student enrolled in a full-year course shall receive **one-half credit** if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half **would not** result in a passing grade.
- E. Students will only receive credit in courses for which there is an EOC only upon meeting the EOC and course requirements.

Course Substitution: Personal Fitness - HOPE (S. 1003.4282)

Students who choose to waive the HOPE or Personal Fitness courses with participation in athletics, or who choose to satisfy the credit with JROTC will not receive comprehensive Health or Physical Education. Therefore, they will receive little or no exposure to a variety of health concepts. The description of the HOPE and Personal Fitness courses and the associated stated standards are located online at CPALMS.

- www.cpalms.org

There are no waivers for medical reasons. The HOPE and Personal Fitness courses are designed to be adapted to meet students' individual needs. To ensure students receive proper modifications, physical education teachers must be included in IEP or 504 plan discussions. In the event of a temporary medical concern, the teacher will modify instruction to accommodate the student's level of ability.

Exemptions from the Physical Education Requirement

- Students enrolled in the high school IB program and who successfully complete the requirements are exempt from the physical education graduation requirement.
- Students enrolled in the high school Cambridge AICE program and who successfully complete the requirements are exempt from the physical education graduation requirement.

The following waiver options are available for Physical Education:

Personal Fitness / Physical Education Activity Elective	Health Opportunities through Physical Education (HOPE)
Two seasons of an interscholastic sport at the junior varsity or varsity level waives the .5 credit in Personal Fitness and the .5 credit requirement in a physical education activity elective.	Two seasons of an interscholastic sport at the junior varsity or varsity level waives the full one-credit physical education requirement.
One semester of marching band with a grade of “C” or better waives the .5 credit requirement of a physical education activity elective. (NOTE: Another option is to have this waive the performing arts requirement.) The student must still take the .5 credit Personal Fitness class to complete the requirement.	
One semester of a dance class waives the .5 credit requirement of a physical education activity elective. (NOTE: Another option is to have this waive the performing arts requirement.) The student must still take the .5 credit Personal Fitness class to complete the requirement.	Two years in an JROTC class (Year 1 waiver #1500450, Year 2 waiver #1500460) satisfies the full one credit physical education requirement AND the full one-credit performing arts requirement (also #1500480).
Two years in an JROTC class (#1500450 and #1500460) waives the .5 credit physical education activity elective AND the full one-credit performing arts requirement (also #1500480). The student must still take the .5 credit Personal Fitness class to complete the requirement.	

Credit Recovery

Students who have failed a course may repeat the course or enroll in a Credit Recovery course. Seniors will have the opportunity to enroll in the Boot Camp, the Trench, and the Bunker.

Credit Recovery courses may only be used in the following ways:

- To repeat a failed course.
- To raise a GPA during the senior year in order to be eligible for graduation.
- For grade forgiveness for a course in which the student has earned a D or F.

Diploma Designations (S.1003.4285) (S. 1003.432)

Each standard high school diploma shall include, when applicable:

- A. A Scholar designation
- B. A Merit designation
- C. Gold Seal of the Arts
- D. State Seal of Biliteracy
 - a. Gold Seal of Biliteracy: highest level of competency
 - b. Silver Seal of Biliteracy: second-highest level of competency

The graduation charts in this document list the requirements for the Scholar and Merit designations.

Dual Enrollment College Credit Programs and Career Dual Enrollment (S.1007.271, S. 1007.23)

The Superintendent of Schools and Presidents of colleges and universities shall jointly develop and implement a comprehensive articulated acceleration program for students enrolled in their respective school district and service area.

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.

Students who are eligible for dual enrollment may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under S. 1007.263.

The District will pay the cost of books, lab fees, and required instructional materials for students enrolled full-time in the Flagler Schools. Home education students may participate in dual enrollment working directly with Daytona State College (DSC).

For eligibility requirements, refer to the Articulation Agreement for the appropriate college or university.

Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year.

Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. The

postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.

Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All faculty members teaching dual enrollment courses must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution's grading guidelines before the faculty member begins teaching the course.

Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course.

Details about dual enrollment with post-secondary institutions can be found in the individual Articulation Agreements.

- <https://www.flaglerschools.com/academics/dual-enrollment>

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to S. 1008.44, which count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course.

Each district school board shall inform all secondary school students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of student eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment and provide that information to each partnering postsecondary institution. Alternative grade calculation, weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.

Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. 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. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees.

Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in courses that are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of 4 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees. Students may enroll in career dual-enrollment classes at Flagler Technical College.

The dual enrollment program for a home education student, including, but not limited to, students with disabilities, consists of the enrollment of an eligible home education secondary student in a postsecondary course creditable toward an associate degree, a career certificate, or a baccalaureate degree. To participate in the dual enrollment program, an eligible home education secondary student must:

1. Provide proof of enrollment in a home education program pursuant to s. 1002.41.
2. Be responsible for his or her own transportation unless provided for in the articulation agreement.
3. Sign a home education articulation agreement pursuant to s. 1007.271(13)(b).

English Language Learners (S. 1003.433, S. 1003.56)

Students who have been enrolled in an ESOL program for fewer than two school years and have met all requirements for the standard high school diploma except for passage of any must-pass assessment under s. 1003.4282 or s. 1008.22 or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the statewide, standardized assessment alternate assessment and receive a standard high school diploma upon passage of the Grade 10 ELA statewide standardized assessment or the alternate assessment and End-of-Course Assessments.

In addition, Rule 6A-1.09422 (12)

(c) Formative assessments that may be used for this purpose are:

1. Benchmark assessments included as part of an instructional materials adoption;
2. Portfolios of independently-produced student work; and
3. Assessments developed or purchased by districts in order to monitor academic progress,

(d) A portfolio used to meet the requirements of this subsection must meet the following criteria:

1. Be selected by the student's teacher;
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
3. Include evidence that the standards assessed by the grade 10 statewide, standardized assessment in English Language Arts have been met., and such evidence may include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Language Arts content standards, or teacher-prepared assessments;
4. Be an organized collection of evidence of the student's mastery of the Language Arts content standards that are assessed by the grade 10 statewide, standardized assessment in English Language Arts; and
5. Be signed by the teacher and the principal as an accurate assessment of the required skills.

(e) By October 1st of each year, districts must report to the Department of Education the formative assessments they are using for this purpose and the score or metric that is used on the assessment to demonstrate that grade-level expectations have been met.

All students will have equal access to the appropriate instructional and intervention programs. Students will not be restricted because of limited English proficiency. Students who are classified as English Language Learners (ELLs) are required to have an individual ELL student plan that must include results of academic assessment and must also outline the instructional services to be provided. The ELL student plan may serve as the Progress Monitoring Plan if it addresses the student's academic needs in reading, writing, science, and mathematics. All details are found in the District ELL Plan:



https://resources.finalsite.net/images/v1652821534/flaglerschoolscom/t9kftckiyxv5lx6g9br0/ell_plan_22_25.pdf

Equivalency Diploma: Special Assistance (S. 1003.435)

Special assistance to obtain a high school equivalency diploma may only be given when all requirements for graduation are completed except for the required cumulative grade point average.

Exit Interviews/Dropout Prevention (S. 1003.21)

A student's school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to drop out of school and what actions could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, Adult Education, high school equivalency examination preparation, and the Graduation Alternative to Traditional Education Program under s. 1004.933. Additionally, the student must complete a survey in the format prescribed by the DOE to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

The student's parents or guardian have the right to receive written notice by certified mail or other method agreed to by the parent before placement of the student in a dropout prevention and academic intervention program and shall be notified in writing and entitled to an administrative review of any action by school personnel relating to the student's placement in the intervention program.

GED Underage Waiver (6A-6.0201 State of Florida High School Diplomas)

A student who is sixteen (16) or seventeen (17) years of age may take the High School Equivalency Examination (also known as the General Education Development (GED) test) if approved by the School District. To be eligible a student must: a. file a formal declaration of intent to terminate school enrollment, after reaching the age of 16; b. The student must not have a high school diploma; and c. The student is legally withdrawn from secondary school. A student who has reached the age of sixteen (16) is not required to take any course before taking the GED examination unless the student fails to achieve a passing score on the GED practice test as established by the State Board of Education.

Once an individual satisfies all requirements to be granted an underage waiver, the waiver must be submitted to Teaching and Learning Department for review. The waiver will be sent to the High School Equivalency Diploma Program office via email at GEDagewaiver@fldoe.org within thirty (30) calendar days of approval. Submitted waivers must be signed by the superintendent or their designee. Should

the individual be denied the GED Undersage Waiver, they can appeal the decision by submitting a request of appeal to the Director of Teaching and Learning for consideration.

Grade Forgiveness (S. 1003.4282)

Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C,” “D,” or “F”. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

Only a school counselor may make the required notation on the student’s cumulative record when a course is retaken. A student may not receive academic credit for a course more than once.

If a student’s final average with the statewide, standardized EOC assessment included as 30 percent results in a course grade of D or F, the options for the student include one of the following:

- Retaking a semester of the course
- Retaking the entire course
- Retaking the EOC assessment for that course
- Retaking both the course and the EOC assessment to improve the student’s final course grade.

If retaking the course, including the EOC assessment as 30 percent, or retaking the EOC assessment, results in a final course average of C or above, then this grade replaces the D or F. If it does not result in a C or above, then the original course average stands and is not replaced.

Grade Point Averages

Grade point averages (GPA) shall be computed by grade weight averages. The district determines grade weights by assigning a numerical weight to the alphabetic equivalent of the student's final grade in each course and multiplying it by its credit value. The district computes a student's overall grade point average by adding together the grade point average for each course and dividing it by the total number of credits attempted. Dual Enrollment and Virtual courses shall be included in the calculation of a student’s grade.

Grading Standards

Teachers are required to submit their standards, rules and/or regulations for establishing a grade within their course(s) to the Principal or designee within two weeks after the first day of school. A teacher shall adhere to his/her grading standards and procedures when assigning grades.

By the end of the first week of class, teachers are required to provide in written form to the classes they are instructing grading standards, make-up procedures, classroom standards, and other procedures that affect grades.

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. (S. 1003.33)

Only the assigned teacher may change a student's grade. In order to do so, the teacher must complete the Student Grade Change form and have it signed by the Principal or designee.

Final exams, except for those in iFlagler or FLVS courses, will be administered only during the school-wide designated time period. No early final exams will be given except at the approval of the Principal in extenuating circumstances. Students enrolled in virtual courses will not be required to take the Common District Final, as FLVS courses may already have a segment exam built in.

The district maintains a 1-credit system. All courses will administer a statewide assessment or a district-approved assessment. The course calculation to determine a final grade for a course that has a statewide EOC is 35% Semester 1, 35% Semester 2, and 30% final assessment. The course calculation to determine a final grade for a course that has a Common District Final is 40% Semester 1, 40% Semester 2, and 20% final assessment.

The algorithm to calculate the final course grade for all courses for which there is a statewide EOC will be as follows:

- For courses with a state EOC, (Semester 1 Percentage Grade x 0.35) + (Semester 2 Percentage Grade x .35) + (State EOC grade x .30).
- For courses that have a Common District Final or Principal Approved Assessment, (Semester 1 Percentage Grade x 0.4) + (Semester 2 Percentage Grade x 0.4) + (Common District Final grade x 0.2).

Achievement Level	Grade Book Value	Letter Grade
5	100	A
4	90	A
3	80	B
2	70	C
1	60	D

A student may retake the statewide EOC to improve their course grade under the grade forgiveness law.

Graduation: Options Selection (S. 1003.4295, 1003.4282, 1003.4281)

Each student in grades 6-12 and their parents will receive information concerning the three-year and four-year high school graduation options, including the respective curriculum requirements for those

options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option.

Students may select one of the graduation options available at any time during grades 9 through 12, subject to requirements. If the student and parent fail to select one of the accelerated high school graduation options, the student shall be considered to have selected the general requirements for high school graduation. Students cannot graduate early without meeting assessment requirements.

A student who elects the [18-credit ACCEL graduation option](#) who has not earned a passing score on Algebra 1 EOC and Grade 10 ELA statewide standardized assessment must participate in each retake of the assessment(s) until the student earns a passing or comparative score or receives an ESE waiver. Students who do not meet the graduation assessment requirements will only be issued the Certificate of Completion at the end of the Senior year as determined by the 9th grade cohort.

Students who choose a three-year graduation program may still qualify for acceleration programs (e.g., Advanced Placement, dual enrollment, International Baccalaureate, or Cambridge AICE) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships.

Students from out-of-state and out-of-country are eligible for all graduation programs as long as they fulfill the credit requirements, maintain the required GPA, and pass the statewide, standardized assessments.

A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, as long as the student applies for the scholarship award by the application deadline set forth by Bright Futures.

A student may choose the option of an early graduation (fewer than eight semesters) and earn a standard diploma if the student earns 24 credits and meets the graduation requirements set forth in S. 1003.4282. This option is only available once all graduation assessment requirements are met. See [Statewide Assessment \(S. 1003.4282, 1008.22, State Rule 6A-1.09422\)](#) for additional information.

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. Receipt of a standard high school diploma awarded through the CTE pathway option requires the student's successful completion of at least 18 credits. A student completing the CTE pathway option must earn at least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

- In order for a student to satisfy the requirements of the CTE pathway option, he or she must earn 4 English credits (including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score), earn 4 Math credits (including the statewide Algebra I EOC assessment, or earn a comparative score), earn 3 Science credits, and earn 3 social studies credits;
- Complete two credits in career and technical education. The courses must result in a program completion and an industry certification;

- For a student who entered grade 9 before the 2023-2024 school year, complete two credits in work-based learning programs. A one-half credit in financial literacy may be included in the two credits of electives; or
- For a student who enters grade 9 in the 2023-2024 school year and thereafter, complete one and one-half credits in electives or work-based learning programs.

Graduation: Requirement Charts (Students Entering Grade 9 in 2023-24 and Beyond)

See <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>

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



Scholar Diploma Designation

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

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

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

Industry Scholar Diploma Designation

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

What is CAP?

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

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

What are the additional graduation options for students with disabilities?

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

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

State University System

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

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

Florida College System

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

Career and Technical Colleges and Centers

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

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

Where is information on financial aid located?

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

[Office of Student Financial Assistance](#)

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



Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

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

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

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

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

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

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

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

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

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

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

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

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

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

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

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

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

Graduation: Requirement Charts (Students Entering Grade 9 Prior to 2023-24)

Academic Advisement Students Entering Grade 9 Prior to 2023-2024 What Students and Parents Need to Know



Scholar Diploma Designation

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

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

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

Industry Scholar Diploma Designation

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

What is CAP?

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

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

What are the additional graduation options for students with disabilities?

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

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

State University System

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

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
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- 2 approved electives

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Where is information on financial aid located?

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[Office of Student Financial Assistance](#)

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



Academic Advisement Students Entering Grade 9 Prior to 2023-2024

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway

(See section [s.] [1003.4282](#), Florida Statutes [F.S.]

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

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

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

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

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

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

- 3 elective credits instead of 8
- Physical Education is not required

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

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

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

*Eligible courses are specified in the Florida Course Code Directory.
 **Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.
 ***A computer science credit may not be used to substitute for both a mathematics and science credit.

Graduation: Not Meeting Graduation Requirements

A student who is no more than two credits short for graduation must complete the needed credit(s) during the summer through an accredited program. The high school will issue a diploma after the student successfully completes the credits as long as he/she meets other graduation requirements.

A student who needs to complete more than two credits must re-enroll in school for the following year in order to complete the necessary graduation requirements.

The diploma for the original year of graduation will be destroyed. The diploma issued will reflect the year in which the student met all graduation requirements.

A student who has not passed a state assessment that is required for graduation will receive a diploma upon successful completion of the assessment or an approved alternative assessment. The diploma will reflect the year in which the student passes the assessment and all other graduation requirements. The school that will issue the diploma will administer the assessment.

Graduation: Home-Schooled Students

Home-schooled students must become full-time district enrolled students at their home-zoned high school in August of their senior year and remain full-time district enrolled students for the entire school year in order to be eligible to receive an MHS or FPC diploma.

Graduation Ceremony

To be eligible to participate in the graduation ceremony, a student must be a full-time Flagler Schools student and meet one of the following requirements:

- Completion of all graduation requirements (will receive a diploma)
- Completion of all graduation requirements except passing the Grade 10 statewide, standardized ELA assessment and/or Algebra 1 EOC (will receive Certificate of Completion)

Industry Certification

Students will take exams from the CAPE Certification Funding List that are tied to courses they complete. All Industry Certification exams must be taken by July 15 for reporting in the just-completed school year.

International Baccalaureate

- A. The International Baccalaureate (IB) Diploma Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB office based in Switzerland.
- B. IB Diploma students will have met graduation requirements with the successful completion of the IB curriculum including the Extended Essay, the CAS project, and sitting for required examinations in six subjects.
- C. A student will receive high school credit based on the grade received in the IB class.

- D. In order to earn an IB Diploma the student must pass at least three higher-level examinations and three standard-level examinations (for a total of six) as well as the required external and internal assessments, complete the Creativity Activity and Service (CAS) requirements, complete a Theory of Knowledge course, and submit an acceptable Extended Essay. They must also score A-D for both the TOK and the EE or not score an E for either.
- E. Receipt of an IB Diploma is accepted in lieu of all other requirements to earn the Florida Academic Scholars' Award of the Florida Bright Futures Scholarship Program.
- F. The IB student may take AP examinations.
- G. A student enrolled in an IB class, but failing to take the IB subject exam, will have the course of study changed to an Honors class. The student will receive a zero on the course final exam, which will count as 20% of the final class grade.

International Exchange Students from Flagler County

When high school students who are enrolled in Flagler Schools spend at least one semester abroad, they will receive credit toward graduation for courses taken abroad that correspond to courses available in the Florida Course Code Directory. Students must provide evidence of the classes in which they were enrolled from the exchange school in the form of a transcript or official letter from the exchange school.

International Exchange Students to Flagler County

The following guidelines shall be observed for international exchange students.

- A. All international exchange students shall be assigned to their appropriate grade level but no higher than grade 11. Students who have already graduated are not eligible.
- B. International exchange students are not eligible to receive a Flagler Schools high school diploma.
- C. Specific courses shall be provided to international exchange students on a space available basis.
- D. International exchange students may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSA) or a sponsoring organization's rules and regulations.
- E. International exchange students are subject to the Code of Student Conduct. Host parents must accept all responsibilities for international exchange students including, but not limited to, school conferences.
- F. High schools may limit the number of international exchange students they admit based on class size and/or capacity.
- G. International exchange students must be fluent in English prior to enrollment, as determined by the exchange program.

The following guidelines shall be observed for International Exchange Programs.

- A. International exchange programs must receive permission for the student's admission to a district high school prior to the student's arrival.
- B. International Exchange programs must be fully approved by the Council for Standards for International Educational Travels (CSIET) in order for students to be accepted. (www.csiet.org/)

International Exchange Programs must provide documentation that host families are in compliance with all program guidelines.

- C. The future placement of international exchange students may be prohibited if the International Exchange Program fails to provide all requested documentation or fails to follow district procedures.

Notifications to Parents/Guardians

If it becomes evident at the end of the first semester that a senior is in danger of not graduating, official notification in writing must be sent home to the parent.

A Graduation Status Report shall be completed by the School Counselor Department on every rising senior. The report shall contain a listing of all remaining graduation requirements: courses required, statewide, standardized assessments score, and current GPA. The counselor will review the Status Report with the student by the end of the first nine weeks of the senior year and maintain a signed copy.

Parents or guardians must be notified by the end of each semester if a student has a cumulative grade point average of 2.0 or lower and may be in danger of falling below the 2.0 graduation requirement.

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or non-performance at grade level, attendance, and promotion or non-promotion.

Parents will be notified if students are placed in a reading intervention class.

The district will notify students and parents of the requirements for a standard high school diploma, available designation and the eligibility requirements for state scholarship programs and postsecondary admissions.

Promotion Grade Level To Grade Level

Promotion from grade level to grade level:

Grade Level	Credits
From grade 9 to 10	5 credits
From grade 10 to 11	11 credits
From grade 11 to 12	17 credits

Students will be promoted to the next grade at the end of the academic year. Students may not be promoted during the school year. Sophomores may not be reclassified as juniors and skip the Grade 10 statewide, standardized ELA assessment.

Reading Intervention

If a 9th, 10th, or 11th grade student scores Level 1 on the statewide, standardized ELA assessment, the student shall receive Tiered level support through the District's MTSS process as needed through the student's core content courses. These students will receive further screening for specific deficiencies using the PowerUp for Literacy assessments. Results from these assessments will be used to determine

proper placement in intervention courses using either a research-based core reading program or supplemental materials as determined by the student’s needs and approved in the K-12 Comprehensive Reading Plan:

- <https://www.fldoe.org/academics/standards/just-read-fl/readingplan.stml>

All students who require intensive intervention in reading as determined by the District K-12 Comprehensive Reading Plan will be placed in courses according to their individual needs. These courses include intensive reading, content area classes with a highly qualified reading endorsed teacher, or course collaboration between a content area teacher and a highly qualified/endorsed teacher.

Senior Class Rank

There is no designated Valedictorian or Salutatorian. Honors graduates will be distinguished as follows. All classes completed by the end of the first semester of the senior year (7th semester of high school) will be included in the GPA class rank calculation.

- Cum Laude 3.75-3.99 weighted GPA
- Magna Cum Laude 4.0-4.49 weighted GPA
- Summa Cum Laude 4.5 and above weighted GPA

Statewide Assessment (S. 1003.4282, 1008.22, State Rule 6A-1.09422)

Students must obtain a score designated by the Department of Education on the state standardized assessment on the English language arts and mathematics sections in order to graduate, regardless of the course credits earned.

A student entering the Florida public school system in Grade 12 may either achieve a passing score on the statewide, standardized ELA assessment or use the approved SAT/ACT concordant scores. A new student entering the Florida public school system in Grade 12 is not required to take the state standardized assessment if he or she is able to document the approved concordant scores.

Students may also earn a comparative score in lieu of the Grade 10 statewide, standardized ELA assessment graduation requirement. See the “State Assessments for High School Graduation” document on the Florida Department of Education website for the most current rules.

- <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>

Grade 10 ELA Concordant Scores ¹	
Available for students who entered grade 9 in 2020–21 and beyond:	
SAT EBRW ²	480
ACT English and Reading subtests (averaged) ³	18
CLT Verbal Reasoning and Grammar/Writing sections sum ⁴	36

¹ Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2010–11 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment.

²Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

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

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

Algebra 1 EOC Comparative Scores	
Available for students who entered grade 9 in 2020-21 and beyond:	
PSAT/NMSQT Math ¹	430
SAT Math ²	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC ³	Level 3

¹ Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

² Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

³ Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(6)-(7), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section below for eligibility criteria.

All students enrolled in grade 10 are required to participate in the Grade 10 statewide, standardized ELA assessment and all students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing concordant or comparative score on file.

Transfer Students: End-of-Course Assessments (S. 1003.4282)

If a transfer student’s transcript shows a final course grade and course credit in Algebra 1, Geometry, Biology 1, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student’s final course grade.

Transfer Students in Grade 11 And Grade 12: Instructional Opportunities for Out-of-State and Out-of-Country (S. 1003.433)

Grade 11 and grade 12 students who enter a district high school from out-of-state or from another country shall not be required to spend additional time in a district high school in order to meet high school requirements if the student has met all requirements of the district, state, or country from which the student transferred. Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. To receive a standard high school diploma, transfer students must earn a 2.0 GPA and meet the assessment requirements of S. 1008.22.

Transfer Students: State Uniform Transfer of High School Credits (S. 1003.4282) (State Rule 6A-1.09941)

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, a personalized education program, or a home education program and the student's transcript shows a credit in Algebra 1, the student must pass the statewide, standardized Algebra 1 EOC in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra 1 administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301. A transfer student whose transcript indicates an Algebra 1 course credit and no evidence of a passing score on a statewide, standardized mathematics assessment or Algebra 1 EOC may use a comparative score. If a student's transcript shows a credit in high school reading or English Language Arts 2 or 3, in order to earn a standard high school diploma, the student must take and pass the Grade 10 statewide, standardized ELA assessment or earn a concordant score. If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

See [Grade Placement: Students Transferring from out of the Country](#) for more information.

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools. The procedures shall be as follows:

- A. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection b. of this rule. Assessment requirements for transfer students under Section 1003.4282, F.S., must be satisfied.
- B. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection c. of this rule.
- C. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 1. Portfolio evaluation by the superintendent or designee;
 2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 3. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 4. Demonstrated proficiencies on nationally-normed standardized subject area assessments;

5. Demonstrated proficiencies on all statewide, standardized assessments; or
6. 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 c.5. of this rule if required.

Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments.

These are the recognized regional or non-public partnership accrediting agencies from which Flagler Schools will ~~to~~ accept transfer credits (including high school course credits that are taught in middle school):

To search schools who have been accredited through Cognia visit:

- <https://home.cognia.org/p/registry>

Recognized regional accrediting agencies include:

- The North Central Association Commission on Accreditation and School Improvement (NCA CASI)
- Northwest Accreditation Commission (NWAC)
- The Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)
- Western Association of Schools and Colleges (WASC)
- The Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools (MSA CESS)
- New England Association of Schools and Colleges (NEASC).

Non-public partnership accrediting agencies include:

- American Association of Christian Schools (AACCS)
- Association of Christian Schools International (ACSI)
- Association of Christian Teachers and Schools (ACTS)
- Alabama Independent School Association (AISA)
- American Montessori Society (AMS)
- Association of Independent Schools of Florida (AISF)
- Christian Schools of Florida (CSF)
- Christian Schools International (CSI)
- Commission for Oceti Sakowin Accreditation (COSA)
- Council on Educational Standards & Accountability (CESA)
- Council of Islamic Schools in North America (CISNA)
- Council on Occupational Education (COE)
- Diocese of Brooklyn
- Florida Association of Christian Colleges & Schools (FACCS)
- Florida Catholic Conference (FCC)
- Florida Coalition of Christian Private Schools & Accreditation (FCCPSA)
- Florida Council of Independent Schools (FCIS)

- Georgia Independent School Association (GISA)
- Independent Schools Association of the Central States (ISACS)
- International Christian Accrediting Association (ICAA)
- League of Christian Schools (LCS)
- LuthEd
- Mennonite Education Agency (MEA)
- Midsouth Association of Independent Schools (MAIS)
- Minnesota Nonpublic School Accrediting Association (MNSAA)
- National Alliance of Christian Schools (NACS)
- National Christian School Association (NCSA)
- National Independent Private Schools Association (NIPSA)
- North American Christian School Accrediting Agency (NACSAA)
- Northwest Association of Independent Schools (NWAIS)
- Ohio Catholic School Accrediting Association (OCSAA)
- Red de Colegios Semper Altius
- South Carolina Independent School Association (SCISA)
- Serving & Accrediting Independent Schools (SAIS)
- Tennessee Association of Christian Schools (TACS)
- Torah Umesorah (TU)
- Virginia Association of Independent Schools (VAIS)
- Western Catholic Educational Association (WCEA)

For home education students who completed coursework from a provider not on the accredited list above, course credits will be awarded on face-value but they will not count toward the grade-point average (GPA) calculation. The course grades will appear as “P” (passing) on the transcript.

Weighted Grades

Weighted grades will be used for academic achievement recognition within the Flagler Schools.

Weights shall be assigned to alphabetic grade equivalents as specified in the sections below. AP and companion courses, IB, AICE, and all Dual Enrollment:

Grade	Weight
“A”	6
“B”	5
“C”	4
“D”	2
“F”	0
“I”	0
S/N/U	0

Dual Enrollment courses shall be included in the calculation of a student’s grade.

Honors courses, all Pre-IB, and Pre-AICE classes, are weighted as follows:

Grade	Weight
"A"	5
"B"	4
"C"	3
"D"	2
"F"	0
"I"	0
S/N/U	0

A grade in a course that is Level 3 (Honors) or above and leads to an industry certification must be weighted the same as a grade in an Honors course.

All courses not named above will receive:

Grade	Weight
"A"	4
"B"	3
"C"	2
"D"	1
"F"	0
"I"	0
S/N/U	0

EXCEPTIONAL STUDENT EDUCATION

Eligibility and Programs

Flagler Schools provides services for students with the following exceptionalities:

- | | |
|---|---------------------------------|
| Autism Spectrum Disorder | Developmentally Delayed (0-9)* |
| Deaf or Hard of Hearing | Dual-Sensory Impaired |
| Orthopedically/Impaired Other Health Impaired | Emotional/Behavioral Disability |
| Specific Learning Disabled | Traumatic Brain Injured |
| Speech Impaired | Visually Impaired |
| Gifted | Intellectual Disability |
| Hospital/Homebound | Language Impaired |

*Students may be identified as developmentally delayed from age birth through 9 years or through the student's completion of grade 2, whichever occurs first.

State Board Rule determines eligibility for a program as provided in the written document, Exceptional Student Education Policies and Procedures manual (SP&P), Special Policies and Procedures for Exceptional Student. Documentation of Multi-Tiered System of Supports (MTSS) and assessments are required for referral to most programs. Occupational and Physical Therapy are related service programs that do not stand-alone.

Flagler County Schools/Exceptional Student Education (ESE) Pre-Kindergarten Program for Children with Disabilities: This program serves children three to five years old who have a sensory, physical, mental, or emotional condition which significantly affects the attainment of normal developmental milestones. A child is eligible for the Prekindergarten programs for children with disabilities based upon meeting the eligibility criteria for one or more of the following specific exceptionalities:

1. Intellectually Disabled
2. Speech and Language Impaired
3. Deaf or Hard-of-Hearing
4. Visually Impaired
5. Physically Impaired
6. Emotional/Behavioral Disabled
7. Specific Learning Disabled
8. Homebound or Hospitalization
9. Dual Sensory Impaired
10. Autism Spectrum Disorder
11. Developmentally Delayed
12. Physical Therapy or Occupational Therapy if this exceptionality accompanies eligibility for another program listed. The child is assigned to a Prekindergarten program in accordance with the student's Individual Educational Plan (IEP). The services can be clinic based or in a full time school setting.

Three-year-olds and four-year-olds with IEP's, that require more support than support facilitation, are placed at Bunnell Elementary with a certified ESE teacher and one paraprofessional in a blended classroom with typically developing 4-year-old VPK students. These students participate in the VPK classroom, but do not access their Certificate of Eligibility since they are receiving ESE services. Four-year-olds who can access their education through support facilitation, are in inclusive classes with typically developing peers at their home zoned schools. They will receive support from a support facilitation teacher and other therapists at those schools.

English Language Learners: All students who qualify for an ESE program must have equal access to appropriate programs based on their needs. Students will not be restricted from programs because of limited English proficiency.

Extended School Year (ESY)

Extended School Year services (ESY) may be provided for students with disabilities, whose Individual Education Plan (IEP) team has determined, based upon data review, that services are necessary for the provision of a Free and Appropriate Public Education (FAPE).

Gifted

If a student who is enrolled in a gifted and talented program transfers before or during the school year, the district will initially honor comparable services of the student in the educational program based on current educational assessments conducted at the sending district or participation or placement in like

programs in the sending state. This includes gifted and talented programs. As appropriate, a re-evaluation may be requested.

Grading

Grading for ESE students should follow the same guidelines as all students.

Graduation Requirements, Including Diploma Options for Students with Disabilities

Students with disabilities can earn a standard high school diploma using any high school graduation option that is available to all students, including those described in S.1003.4282 (1-9) and 1002.3105(5). The majority of students with disabilities will earn their diploma in this way. Two additional high school graduation options, available only to students with disabilities, are provided in S.1003.4282(10), and further described in Rule 6A-1.09963(3) and (4), Florida Administrative Code.

The individual educational plan (IEP) team, which includes the parent and the student, determines which high school graduation option is the most appropriate, using the postsecondary education and career goals of the student to guide the decision. Students who work toward a standard diploma via access courses must have written parental consent on record to be provided instruction in the state standards access points curriculum, as required by Rule 6A-6.0331,

The diploma decision may be re-visited at any time, and students may move between options. A student may be awarded a standard diploma if they meet the requirements of any high school graduation option, as outlined in S. 1002.3105(5), should they choose to do so.

The requirements for Scholar and Merit designations, as described in S. 1003.4285, must be discussed with the parents of all students with disabilities. If the parent, or the student if over 18 years of age and rights have transferred, chooses to work toward one of the designations, this must be noted on the IEP, and the IEP must reflect a high school graduation option that will allow the student the opportunity to earn the chosen designation. In order to earn a Scholar or a Merit designation, a student, with or without disabilities, must meet the requirements listed in S. 1003.4285.

A student with an IEP who began 9th grade before 2014-15 who is pursuing a standard diploma via the high school graduation option described in S. 1003.4282(1-9), can now pursue a standard diploma via the high school graduation option described in Rule 6A-1.09963(4), which requires both academic and employment competencies, if the IEP team determines that is the best option for the student and it is aligned with their postsecondary goals. Students may move between the high school graduation options with the meeting and consideration of the IEP team, which must include the parent/legal guardian. Students who started 9th grade during or after the 2014-2015 school year are not permitted to work toward the former special diploma options.

Courses and Assessments

Students entering 9th grade must be enrolled in general education core courses unless the IEP team determined that the student has a significant cognitive disability and that access points are the most appropriate way for the student to access the curriculum. Students enrolled in access courses will receive instruction in access points and take the alternate assessment.

Access courses are based on access points, are approved by the State Board of Education and are described in the Course Code Directory and Instructional Personnel Assignments. A review of appropriate data to determine if a student should be enrolled in access courses include, but are not limited to, intelligence quotient scores, psychological assessments, achievement test results, previous state-wide and district-wide test scores, aptitude tests, observations, medical records, mental health assessments, adaptive behavior assessments, language assessments, school history and student response to instruction or intervention. The focal point for discussion should be the impact of the student's cognitive disability; to qualify as a student with a "significant cognitive disability," that impact should affect all aspects of the student's academic, independent functioning, community living, leisure and vocational activities. Students taking access courses must have written parental consent each year on record to be provided instruction in the state standards access points curriculum, as required by Rule 6A-6.0331.

Students with disabilities who are following the high school graduation option outlined in S. 1003.4282(10)(b)1 (the IEP team has determined Florida Standards Alternate Assessment is the most appropriate measure of the student's skills), may substitute an eligible secondary CTE course for English IV; for one math, with the exception of Algebra 1 or Geometry; for one science, with the exception of Biology; and for one social studies, with the exception of U.S. History. Any CTE course that has content related to the course for which it is substituting may be used. Information on CTE courses is available at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu>. There are also exceptional student education (ESE) CTE courses with related content that can substitute for these courses. Districts may use course standards to determine suitable substitutions.

The Course Code Directory (CCD) & Instructional Assignments:

- <http://www.fldoe.org/policy/articulation/ccd/>

and CPALMS, available at <http://www.cpalms.org/>, may also be useful resources in making this determination.

A student who is earning course credit through employment may enroll in any employment-based course, including 7980130 Career Placement. Consult the most recent CCD for a list of appropriate courses.

Should a student choose to participate in an online learning environment, teachers should start to blend distance-learning tools and services into their regular class routine to help students develop appropriate skills. Teachers should consider using phone or video conferencing, online tutoring, digital instructional materials, online course materials, submission of assignments online, wikis, blogs and other collaboration tools, online feedback and reporting to students and parents, mobile learning devices and social media.

Parental Approval and Independent Reviewers

There are multiple decisions that require parental approval. S. 1003.5716 requires parental approval, or student approval, if the student has reached the age of 18 and rights have transferred, on any change to IEP goals regarding long-term postsecondary and career goals. Beginning with students who entered grade 9 in 2014-15, S. 1003.4282(10), requires parental approval on any change to the high school

graduation option specified in the student's IEP and the waiver of state-wide standardized assessment results. Such decisions are subject to verification for appropriateness by an independent reviewer, as provided in S. 1003.572.

Students who work toward a standard diploma via access courses must have written parental consent on record to be provided instruction in the state standards access points curriculum, as required by School Board Rule 6A-6.0331.

When a parent does not attend an IEP meeting and decisions or changes are made to the IEP that require parental approval, the IEP, a copy of the requirements under S. 1003.4282(10)(b)3, and a district contact name, phone number and email address must be provided to the parent or the adult student and they must be asked to notify the district if approval is not granted.

If a parent does not approve an IEP team decision, the IEP team should carefully consider the parent's concern(s) regarding the decision and take the steps necessary to gain consensus. If consensus cannot be reached, the parent may choose to seek the opinion of an independent reviewer. The decision of the IEP team prevails until the results of the independent review are available. Once the findings are provided, the IEP team must consider them. If the parent and the IEP team still cannot come to an agreement, the parent can exercise their procedural safeguards and request a due process hearing.

Employment and Goal Achievement

It is expected that the school district, student, family and appropriate community agencies, including Vocational Rehabilitation, will work together to locate suitable employment for students who chose the high school graduation option that requires paid employment. The district can support the student in their efforts to find employment through courses such as 7980110 Career Preparation, 7980120 Career Experiences or other appropriate employment-related courses in the CCD. Additionally, some students may already be employed in the community and such employment may be appropriate for consideration.

S.1003.4282(10)(b)2.c., requires that students be employed at or above a minimum wage, in compliance with the federal Fair Labor Standards Act, for the number of hours per week noted in their employment transition plan and for the equivalent of at least one semester in order to meet graduation requirements. In the event that paid employment is not secured, or is lost before the student meets their goals and another employment site cannot be found, the requirements of all other high school graduation options should be reviewed to determine whether the student has already met, or can meet through additional coursework, the graduation criteria of a different high school graduation option.

If the parent of a student taking access courses wants the student to gain work experience in order to meet their postsecondary goals, the series of ESE career technical education courses, including 7980110 Career Preparation, 7980120 Career Experiences, and 7980130 Career Placement or 7980150 Supported Competitive Employment, or other employment-based courses listed in the CCD, may be used. These courses can be repeated as often as required for the student to attain the skills they need to be successful in future employment. These courses can be taken as electives or as CTE course substitutions, if appropriate.

Deferral of the High School Diploma

Only a student whose IEP requires special education, transition planning, transition services or related services through the age of 21 may defer receipt of their standard diploma. In addition, once a student defers, they must be enrolled in accelerated college credit instruction, 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 in order to continue to receive FAPE (S. 1003.4282(10)(c)). **Transition services** are defined by section 300.43 of Title 34, Code of Federal Regulations (CFR). They are a coordinated set of activities for a student with a disability:

- Designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation
- Based on the individual child's needs, taking into account the child's strengths, preferences and interests, and includes:
 - Instruction
 - Related services
 - Community experiences
 - The development of employment and other post-school adult living objectives
 - Acquisition of daily living skills and provision of a functional vocational evaluation (if appropriate)

Section 300.43 of Title 34, CFR, also states, "Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education."

Accelerated college credit programs, as described in S. 1007.27(1), include dual enrollment and early admission, advanced placement, credit by examination, the International Baccalaureate program and the Advanced International Certificate of Education program.

Collegiate high school programs are required by S. 1007.273, to provide, at a minimum, an option for public school students in grade 11 or grade 12 participating in the program for at least one full school year to earn Career and Professional Education industry certifications and complete 30 credit hours through dual enrollment toward the first year of college for an associate or baccalaureate degree.

A structured work-study program is any program that is designed to prepare the student for employment. Programs would normally include instruction in basic employment competencies, social skills and job search skills, and provide one or more work experiences, which may include supported employment.

Pre-apprenticeship programs provide an avenue for both adults and youth who are at least 16 years old to become qualified to enter registered apprenticeship programs. They are sponsored and operated by registered apprenticeship programs in the same trade or trades.

Additional information regarding pre-apprenticeship programs is available at:

- <http://www.fl DOE.org/workforce/apprenticeship/preapprenticeship.asp>

Rule 6A-1.09963(6) specifies the district's obligations, with regard to **deferral of the standard high school diploma**, include the following:

- Review the benefits of deferring with the parent and the student, including continuation of educational and related services
- Describe to the parent and the student, in writing, all of the services and programs available to students who defer
- Note the deferral decision on the IEP
- Provide a document that notes the decision for the parent, or the student if over 18 and rights have transferred, to sign that is separate from the IEP
- Inform the parent and the student, in writing, by prior to the beginning of the year of the year in which the student is expected to meet all graduation requirements that failure to defer releases the school district of the obligation to provide FAPE, that the deadline for acceptance or deferral is May 15 and that failure to attend the graduation ceremony does NOT constitute deferral
- Ensure that the names of the students who are deferring are submitted to appropriate staff for entry into the district's management information system

Students must make their decision to consider deferring receipt of their standard diploma by May 15 in the school year in which they are expected to meet all of the requirements for graduation. The decision must be noted on the IEP and also kept on file in writing. The district has created a form for this purpose. (Rule 6A-109963(6)(a)2). The parent/legal guardian or student if over the age of 18 and rights have transferred, in consultation with the rest of the IEP team, makes the deferral decision.

If a student does not defer their diploma, the district is released of the obligation to provide FAPE. (Rule 6A-1.09963(6)(a)2. Students do not need to defer every year. The deferral applies until the student is no longer age eligible for FAPE or elects to accept the standard diploma, whichever comes first. Although it is expected that most students who defer receipt of their high school diploma will receive their diploma after they complete the program or programs for which they deferred, students can request their diploma whenever they choose. This decision must be based on the understanding that the district is released of the obligation to provide FAPE once the student receives the standard diploma.

A student with a disability who receives a certificate of completion and has an IEP that requires special education, transition planning, transition services or related services through the age of 21 may continue to receive the specified instruction and services (S. 1003.4282(10)(d)).

Students who defer receipt of their standard high school diploma may participate in senior activities and graduation activities and "walk" during the graduation ceremony only once.

Homebound or Hospital Services

A homebound or hospitalized student is a student who has an illness or medical problem, or psychiatric related concern that confines the student to home or hospital and restricts activities for an extended

period of time. A licensed physician who is qualified to assess the student's condition makes the medical diagnosis.

The minimum evaluation for determining eligibility is an annual medical statement, from a licensed physician, including a description of the disabling condition or diagnosis with any medical implications for instruction. The report must state that the student is unable to attend school and gives an estimated duration of condition or prognosis. Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or until they turn 22, whichever comes first.

An IEP shall be developed or revised prior to assignment to the homebound or hospitalized program placement.

S. 1003.455 creates time requirements for participation in physical education (PE) for students. When a student in K-8 who has been participating in PE is determined to be eligible for homebound or hospitalized services (H/H), the parents should be presented with written information concerning the requirements for physical education and the waiver options during the IEP team meeting. Written documentation of the parent's request to waive the PE requirement will be indicated on the IEP.

The hospital/homebound program is discontinued when the physician and/or school personnel recommend that the student no longer requires participation in the program and is ready to return to school.

Further information is in the Flagler Schools Exceptional Student Education Policies and Procedures (SP&P) manual.

Homework

Homework assignments may be modified or accommodated as identified on the student's IEP. In addition to traditional homework, some homework may be given to the student to reinforce the goals/objectives as outlined in the student's IEP.

Promotion

Promotion for exceptional students shall follow the same procedures outlined for general education students, including students enrolled in access points courses and alternate assessment. Details are in the corresponding grade level section of this Student Progression Plan.

Report of Progress

Parents/legal guardians of students with disabilities will receive a statement of progress toward IEP annual goals and the extent to which progress is sufficient to enable the student to achieve goals by the annual review date of the IEP. The number of notifications per year is concurrent with the issuance of report cards (34 CFR 300.320).

Report Cards

All schools will use a district-approved report card for ESE students. Report cards will be issued to all students at regular intervals as approved by the superintendent.

Retention

Students with IEPs who are pursuing a standard diploma are affected by the same guidelines for retention as are students in regular education. Refer to the sections of this document for general education promotion requirements and retention considerations. Students with IEPs may be exempted from the mandatory retention in grade 3 for good cause as outlined in state statute. Under extreme circumstances, an IEP team may convene to consider retention for students with IEPs who are following access points for students with significant cognitive disabilities. The decision to retain will be made on an individual basis by the IEP team which will include the school principal/designee and Director of ESE/designee. Careful consideration should be given to educating the student with disabilities with his/her chronological age appropriate peers throughout their school experience. Changing placement of a student to a self-contained classroom should not be considered to avoid retention.

Summary of Performance (SOP)

When a student with an IEP graduates from high school with a standard diploma or on the day of the student's 22nd birthday the school is required to provide a summary of academic achievement and functional performance. The Summary of Performance (SOP) will include recommendations and means to meet post-secondary goals.

The SOP must be completed during the final year of a student's high school education and is most useful when completed during the transition IEP process when the student has the opportunity to actively participate in the development of the document. The document will contain the most updated information on performance of the student and include both the student's abilities and aspirations.

Testing: Student Participation in Standardized Testing

Students with exceptionalities are expected to participate in the state-testing program. State Board of Education Rule, 6A-1.0943, Statewide Assessment for Students with Disabilities, makes the provision for test accommodations for students with disabilities which will demonstrate the student's abilities rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills or the student may participate in alternate assessment based on criteria outlined in the rule. Florida Standards Alternate Assessment should be used to provide meaningful evaluation of a student's current academic achievement if the student has met all of the criteria below:

1. The student has a significant cognitive disability.
2. The student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology (AT), or accessible instructional materials.
3. The student is participating in a modified curriculum based on Sunshine State Standards access points for all academic areas, and
4. The student requires extensive direct instruction in academics based on access points, in order to acquire, generalize, and transfer skills across settings.

Students who take a Florida Standards Alternate Assessment (FSAA) for an End-of-Course exam must factor their assessment score into the final course grade. The algorithm to calculate the final course grade will be as follows:

- For courses with a state EOC, (Semester 1 Percentage Grade × 0.35) + (Semester 2 Percentage Grade × .35) + (State EOC grade × .30).

A student may retake the statewide EOC to improve their course grade under the grade forgiveness law.

Waiver of Statewide, Standardized Assessment Results for Students with Disabilities

The statutory authority for a waiver of statewide, standardized assessment results is included in S. 1008.22(3)(c)1 requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade or a standard high school diploma. Specific requirements regarding the waiver process are found in S. 1008.22(3)(c)2.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in S. 1007.02,
 - a. The term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
2. The student must have an individual educational plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with S. 1008.22(3)(c)2., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities.

A student with a disability, as defined in S. 1007.02, for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable. If a student is granted an EOC waiver for a statewide, standardized assessment, the EOC exam will not be calculated as 30% of the student’s grade.

A student with a disability, as defined in S. 1007.02, for whom the individual education plan (IEP) team determines that the Common District Final (CDF), standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have CDF assessment results waived for the purpose of receiving a course grade. If a student is

granted a waiver for a CDF, the exam score will not be calculated as district designated percentage of the student's grade.

Districts cannot make a policy decision to unilaterally grant the waiver of any statewide, standardized assessment results to all students with disabilities. The IEP team must consider each student individually for each assessment for which the student may be eligible to waive the statewide, standardized assessment results. The parent/legal guardian, or student whose rights have transferred, must provide written consent via signature for the waiving of each statewide, standardized assessment result.

The IEP team may meet at any time to:

- Verify that the criteria have been met
- Document the team's determination and information analyzed in making the decision

It is recommended that the IEP team meet soon after the assessment results are available to ensure that needed documentation is readily accessible.

To determine that the results of a statewide, standardized assessment, or CDF are not an accurate measure of the student's abilities the team may review evidence that includes, but is not limited to:

- Classroom work samples reflecting satisfactory performance as defined by a grade of 70% of each required standard
- Course grades
- Teacher observations
- Relevant classroom data derived from formative assessments
- Intensive remediation activities on the required course standards
- Higher-level, related coursework (honors, advanced placement, etc.)
- Related post secondary coursework through dual enrollment
- Other standardized academic assessments, such as the SAT, the ACT or Postsecondary Education Readiness Test (P.E.R.T.).
- Portfolio featuring all of the above

There is no requirement in statute that a student must take the statewide, standardized assessment more than once after a waiver is granted. Students, however, may be encouraged to participate each time the test is offered. There is no requirement in statute that a student must retake the course.

Students with disabilities who choose to pursue ACCEL may be eligible for a waiver of statewide, standardized assessment results under S. 1008.22(3)(c)2., as long as they meet all requirements above and S. 1002.3105, Academically Challenging Curriculum to Enhance Learning (ACCEL) options.

If after the assessment administration a student is determined to be a student with a disability, the student may be considered for a waiver as long as the student meets the criteria.

In accordance with S. 1008.22(3)(c)3.a, students who have received instructional accommodations in the classroom that are non-allowable on a statewide, standardized assessment and who meet all the criteria listed may be considered for a waiver of the statewide, standardized assessment results. For example, a student who has been provided literature via audiotape in order to complete assignments

and assessments to demonstrate comprehension skills in an English course (a non-allowable accommodation on the 10th grade statewide English language arts [ELA] assessment) may still be considered for a waiver of the statewide, standardized assessment results if the team verifies that all the criteria have been met.

In order for a student to earn a scholar diploma designation, a student must meet the requirements of S. 1003.4285. Statutory requirements and other resources relating to standard diploma designations may also be found at: <http://www.fldoe.org/academics/graduation-requirements>. Waiver of statewide, standardized assessment(s) cannot be considered for scholar diploma designation.

A student who has solely been determined eligible as a student with a disability through the hospital/homebound program is not eligible for a waiver of statewide, standardized assessment results.

If students have been dismissed from ESE services, they no longer meet the requirements to be considered for a waiver of statewide, standardized results.

If a student with an IEP receives a waiver of results for a statewide, standardized assessment, but is dismissed from ESE services before graduation, the waiver would remain in effect since the results were previously waived for that particular statewide, standardized assessment while the student was eligible. It would not be necessary for the student to take the same statewide, standardized assessment again.

Under S. 1003.433, a student who transfers to Florida from out of state or out of country, including a student in 12th grade, must meet the assessment requirements under S. 1008.22, earn a 2.0 grade point average and meet all requirements of the school, district, state or country from which he or she is transferring in order to earn a standard diploma. If the student participates in a Florida statewide, standardized assessment and meets the criteria described, the student may be considered for a waiver of statewide, standardized assessment results.

Consideration for a waiver of statewide, standardized or district assessment results is for middle and high school students to earn a course grade or a standard high school diploma. Students in 3rd grade are not eligible to be considered for a waiver of statewide, standardized assessment results to avoid retention.

S. 1008.25(5) states that 3rd graders who score at Level 1 in reading on the statewide, standardized assessment must be retained (not promoted to 4th grade). A student may not be retained more than once in 3rd grade. Students who demonstrate the required reading level through a state-approved alternative standardized reading test or through a student portfolio can be granted a “good cause exemption” and be promoted to 4th grade.

Applicable Statewide, Standardized Assessments

S. 1008.22(3)(c)2 states that students with disabilities can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade or a standard diploma.

As long as the IEP team has documentation the student meets the criteria for waiving the results of the statewide, standardized assessment, more than one statewide, standardized assessment can be

considered during a team meeting; however, each waiver of statewide, standardized assessment result should be considered individually and documented separately.

For students who are assessed on the Florida Standards Alternate Assessment, State Board of Education Rule 6A-1.09963(3)(d), states the following:

- The development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multimedia portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCs [modified occupational completion points], work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Continuous Enrollment

Students with disabilities who attended private school or home school may enroll or re-enroll in a public school and be considered for the waiver of statewide, standardized assessment results if they meet the requirements above. This includes students using the Family Empowerment Scholarship for Students with Unique Abilities.

A student with a disability who participates in virtual instruction or is enrolled at a charter school is eligible for consideration of a waiver of statewide, standardized assessment results.

Informing the Parent(s) and Student

Parents need to approve a waiver of statewide, standardized assessment results. S. 1003.4282 (10), states: Beginning with students entering grade 9 in the 2014-15 school year...(e) Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to S. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in S. 1003.572.

Any time that a student is expected to participate in a statewide, standardized assessment, the parent(s) and the student may be informed during IEP meetings of the criteria to be considered for a waiver of the results and allowable testing accommodations.

At the time the parent(s) and students are initially made aware of the possibility of a waiver of statewide, standardized assessment results, an emphasis should be placed on ensuring that the student and parent(s) understand the following information:

- The IEP team must have evidence that indicates the student's performance on a statewide, standardized assessment was not an accurate measure of the student's abilities, taking into account all allowable accommodations.
- For students not meeting the criteria and, therefore, not found eligible for a waiver of the statewide, standardized assessment results, the school will continue to provide remediation, opportunities to retake an assessment and appropriate instruction and intervention needed by the student. These efforts and any accommodations will be specified on the student's IEP.

- In accordance with S. 1003.4282(3)(a)(b) students who have not earned a passing score on a statewide, standardized assessment needed to earn a standard high school diploma, have the opportunity to earn a passing score on a retake of a statewide, standardized assessment, a concordant score for ELA on a standardized test (e.g. SAT or ACT, or a comparative score for the Algebra 1 EOC assessment).
- For students who are assessed on the Florida Alternate Assessment and are pursuing a standard diploma in accordance with Rule 6A-1.09963(3)(d), “a graduation portfolio of quantifiable evidence of achievement is required.”

In accordance with Rule 6A-6.0331(1)(e), student performance data and progress toward the core content knowledge and skills in response to instruction and intervention must be communicated to parents in an understandable format, which may include, but is not limited to, graphic representation. In this way, all parties are assured of the school’s commitment to continuing instructional and intensive remediation efforts that are matched to the student’s needs.

Waiver Form and Documentation of Satisfactory Performance

The IEP team must convene to analyze the information needed to consider whether a student is eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade or a standard diploma. The IEP team must document the team’s analysis of the student’s performance data used to make the decision to grant or deny a waiver of statewide, standardized assessment results. A student must demonstrate mastery of course standards in order to receive a waiver for the statewide, standardized assessment tied to that course.

The decision to waive a student’s statewide, standardized assessment results will be made at an IEP team meeting any time after a student takes a statewide, standardized assessment needed to earn a course grade or a standard high school diploma in accordance with S.1008.22 (3)(c) 1. Documentation of the decision should be completed at that time.

The parent can receive documentation of the waiver of statewide, standardized assessment results at the IEP team meeting after the determination is made.

Postsecondary Considerations

Students will be able to apply to a college or university if they obtain a standard high school diploma using a waiver of statewide, standardized assessment results.

Co-enrolled students with disabilities (students currently enrolled in a 9-12th grade high school program and taking credit courses through adult education for the purpose of making up credits, improving their grade point average or earning extra credits) may request a waiver of statewide, standardized assessment results.

Other Options

Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or until the day they turn 22, whichever comes first.

Students who do not pass a required statewide, standardized assessment and are not found eligible to waive the results have the following options:

- Return to high school to continue working toward passing the assessment or meeting the criteria for a waiver of the results until reaching the age of 22
- Receive a score comparable (a concordant score) to the passing score for the required statewide, standardized assessment on the SAT, ACT or P.E.R.T.
- Receive assessment remediation through adult education
- Prepare for the high school equivalency test through adult education
- Receive a Certificate of Completion

The waiver of statewide, standardized assessment results does not remove the middle school or high school remediation requirement for reading and math pursuant to S. 1003.4156(2) and (3) and S. 1003.4282(5).

Procedures for Special Exemption from Graduation Test Requirements for Students with Disabilities (S. 1008.212):

1. As used in this section, the term:
 - a. "Circumstance" means a situation in which accommodations allowable for use on the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment pursuant to S. 1008.22(3)(c) are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program which lead to results that reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment.
 - b. "Condition" means an impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment.
2. A student with a disability for whom the individual education plan (IEP) team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment pursuant to S. 1008.22(3)(c) shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with rule 6A-6.03020, Florida Administrative Code, is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

3. The IEP team, which must include the parent, may submit to the district school superintendent a written request for an extraordinary exemption at any time during the school year, but not later than 60 days before the current year's assessment administration for which the request is made. A request must include all of the following:
 - a. A written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills.
 - b. Written documentation of the most recent evaluation data.
 - c. Written documentation, if available, of the most recent administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment.
 - d. A written description of the condition's effect on the student's participation in the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment.
 - e. Written evidence that the student has had the opportunity to learn the skills being tested.
 - f. Written evidence that the student has been provided appropriate instructional accommodations.
 - g. Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP that are allowable in the administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment in prior assessments.
 - h. Written evidence of the circumstance or condition as defined in subsection (1).
4. Based upon the documentation provided by the IEP team, the school district superintendent shall recommend to the Commissioner of Education whether an extraordinary exemption for a given assessment administration window should be granted or denied. A copy of the school district's procedural safeguards as required in rule 6A-6.03311, Florida Administrative Code, shall be provided to the parent. If the parent disagrees with the IEP team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 30 days after the receipt of the request whether the exemption has been granted or denied. If the commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's individual education plan. If the commissioner denies the exemption, the notification must state the reasons for the denial.
5. The parent of a student with a disability who disagrees with the commissioner's denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the Department of Education shall inform the parent of any free or low-cost legal services and other relevant services available in the area. The Department of Education shall arrange a hearing with the Division of Administrative Hearings, which must be commenced within 20 school days after the parent's request for the expedited hearing. The administrative law judge at the division shall make a determination within 10 school days after the expedited hearing. The standard of review for the expedited hearing is de novo, and the department has the burden of proof.

Transitions Programs

Requirements for STREAM:

- Need based on IEP team decision
- Students must demonstrate a need for structured services/supports offered only through cluster programs at the service high school.
- Be under the age of 22.

Requirements for TRAIL (18-22 years old):

- Been served under IDEA through an IEP (and not dismissed) and elected to defer the receipt of a standard diploma or, in extraordinary circumstances, earned a certificate of completion;
- Mastered all required academic curriculum and can be determined to have achieved the highest level of academic independence through his/her high school ESE Program;
- An IEP that prescribes a need for transition planning, transition services, or related services up to age 22;
- The desire and capacity to be in pursuit of structured work-study, internship or employment that, when appropriate, integrates Functional Life skills training;
- The desire and capacity to safely work in a group setting, with fading supports of one adult, in the Flagler Community;
- The ability to access and arrange personal or public transportation,
- A willingness to attend a Vocational Rehabilitation Orientation and become a client,
- Be under the age of 22.

Requirements for Project SEARCH:

- Be at least 18 years of age and have an active IEP,
- Be enrolled as a student with the Flagler County School District,
- Have completed high school credits necessary for graduation, and are willing to defer receipt of their High School Diploma,
- Agree that this will be the last year of student services and that therapy services will be on a consultative basis only,
- Meet eligibility requirements for Vocational Rehabilitation Supported Employment,
- Have independent personal hygiene, grooming and independent daily living skills,
- Maintain appropriate behavior and social skills in the workplace,
- Take direction from supervisors and have the capacity to change a behavior,
- Be able to communicate effectively with or without accommodations (i.e. Assistive Technology),
- Access and arrange personal or public transportation,
- Complete pre-employment training (20 hours during the summer) through Vocational Rehabilitation,
- Have the desire and plan to work competitively in the community at the end of the internship program