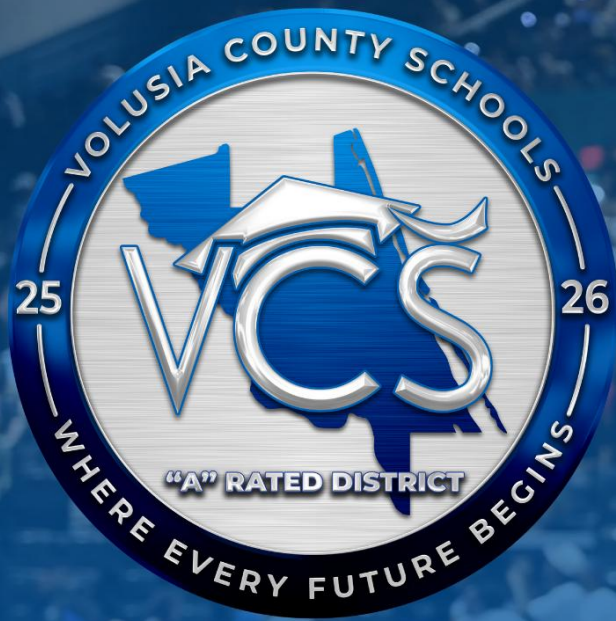




INSTRUCTIONAL POLICIES NUMBER 307

2026–2028 STUDENT PROGRESSION PLAN

School Board of Volusia County, FL

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STUDENT PROGRESSION PLAN

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

It is the responsibility of the school board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Students must assume responsibility for learning, attending classes regularly, and participating in instruction. Parents/guardians are responsible for monitoring their child's attendance, for promoting an interest in learning and ensuring their child's proper conduct while at school. Principals have the responsibility for maintaining required records and reports, while teachers are responsible for providing effective instruction and remediation, and documenting instruction in, and students' mastery of, the adopted state standards/benchmarks.

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

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

If a child's official education records cannot be released to the parents/guardians for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the

parent/guardian a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

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

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

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

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

inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.

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

Legal Authority:

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

Laws Implemented:

Section 1008.25, Florida Statutes

History:

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

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

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

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

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

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

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

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

(Emergency Rule -- July 25, 2009 - October 28, 2009)

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

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

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

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Section 1

General Information

GENERAL INFORMATION

ADMISSION, ENROLLMENT, TRANSFERS, ATTENDANCE AND PROGRAMS

All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years are required, except as provided for by law, to attend school regularly during the entire school year. A general education student may not remain in school more than five years past the school year he/she entered 9th grade, unless approved by the superintendent or designee.

BIRTHDATE	School Year								
	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29
9/2/02 – 9/1/03	12								
9/2/03 – 9/1/04	11	12							
9/2/04 – 9/1/05	10	11	12						
9/2/05 – 9/1/06	09	10	11	12					
9/2/06 – 9/1/07	08	09	10	11	12				
9/2/07 – 9/1/08	07	08	09	10	11	12			
9/2/08 – 9/1/09	06	07	08	09	10	11	12		
9/2/09 – 9/1/10	05	06	07	08	09	10	11	12	
9/2/10 – 9/1/11	04	05	06	07	08	09	10	11	12
9/2/11 – 9/1/12	03	04	05	06	07	08	09	10	11
9/2/12 – 9/1/13	02	03	04	05	06	07	08	09	10
9/2/13 – 9/1/14	01	02	03	04	05	06	07	08	09
9/2/14 – 9/1/15	KG	01	02	03	04	05	06	07	08
9/2/15 – 9/1/16		KG	01	02	03	04	05	06	07
9/2/16 – 9/1/17			KG	01	02	03	04	05	06
9/2/17 – 9/1/18				KG	01	02	03	04	05
9/2/18 – 9/1/19					KG	01	02	03	04
9/2/19 – 9/1/20						KG	01	02	03
9/2/20 – 9/1/21							KG	01	02
9/2/21 – 9/1/22								KG	01
9/2/22 – 9/1/23									KG

ENROLLMENT GUIDELINES

The following policies for admission to Volusia County Schools are in effect for all students in Volusia County.

Documentation Needed for Enrollment

Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by Florida Statutes:

- a. Proof of date of birth for students; (For acceptable alternates to birth certificates see § 1003.21(4), Florida Statute.
- b. A certificate showing a physical examination with at least three components performed within one year prior to enrollment (height, weight, blood pressure, etc.).
- c. A valid Florida Certificate of Immunization (DH680) transcribed by a health professional.
- d. Kindergarten through 6th grade immunizations required for entry:
 - 4-5 doses of DTP or DTaP (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - 3-5 doses of polio* (according to age at time of final dose);
 - 2 doses of MMR;
 - 2 doses of Varivax or documentation of chicken pox disease;
 - 3 doses of Hepatitis B.
- e. Grades 7th through 12th grade immunizations required for entry:
 - 4-5 doses of DTP or DTaP (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - 3-4 doses of polio (according to age at time of final dose);
 - 2 doses of MMR;
 - 2-3 doses of Hepatitis B (according to age of administration);
 - 1 dose of Varivax or documentation of chicken pox disease.
 - 7th graders 2 doses of Varivax
 - Tdap booster

Residency Verification

All addresses and changes of address are subject to verification by the School Board. All student residence addresses and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required. Students who are suspected of residing outside of Volusia County, Florida, or in an attendance zone other than the student attendance zone for the school they are attending, may be reported for a residency determination investigation.

The School Board reserves the authority to verify enrollment information provided by a parent/guardian or parents/guardians and to reassign a student based on its investigative determination. A student who is found to be attending an out-of-zone in-county school as the result of giving false or misleading information at registration, shall immediately be transferred to the school serving the student's residential attendance zone or withdrawn and advised to enroll in the appropriate school in their county of legal residence.

Florida Statute § 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

Upon initial admission or entry from one attendance zone to another in Volusia County Schools, evidence of residence must be presented to the receiving school. All addresses are subject to verification by the School Board. The following documents shall be required:

1. Owned Residence:
 - a. copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption; and
 - b. a copy of a current utility bill or initial order for service; and
 - c. one of the following current documents:
 - auto registration
 - driver's license
 - voter's registration
 - Florida ID
2. Rented or Leased Residence:
 - a. copy of current lease, rental agreement, or a notarized letter from the landlord; and
 - b. a copy of a current utility bill or initial order for service; and
 - c. one of the following **current** documents:
 - auto registration
 - driver's license
 - voter's registration
 - Florida ID
3. Non-primary owner or renter (families living with families):
 - a. verification of residency form must be completed by primary and non-primary owner or renter; and
 - b. this form is valid for only one school year.
4. Divorced/Separated Parents/Guardians: ONE or more of the following documents:
 - a. certified copy of final judgment of divorce
 - b. court custody order/parenting plan;
 - c. court guardianship order;
 - d. other such document establishing the right of custody.

Enrollment from Public or Private Schools

Before admission to Volusia County Public Schools from other Florida counties, a student must have a current Florida Certificate of Immunization on file in the Volusia County School in which they are enrolling. If a student has ever been in a Florida public or private school anytime throughout his/her school career, a new physical exam is not required for entry.

Partial Enrollment of a Home Education Student

Students who are participating in a home education program in accordance with § 1002.41 Florida Statutes, may be admitted to the public schools in this district on a part-time basis. The child seeking entry must meet the same registration requirements as full-time students. Such students must register for all

classes offered to home education students prior to the start of the grading period they will attend. Students who are participating in a home education program in accordance with § 1002.20(b) Florida Statutes may participate in extracurricular activities. Participation is on a space available basis, and students must meet the same registration requirements as full-time students.

The School Board is not responsible for the transportation of students into a home education program to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.

Enrollment of Part-time Students Enrolled in a Private School

Students who are enrolled in a private school may be admitted to the public schools in this district on a part-time basis in order to receive certain educational services. The child seeking entry must meet the same registration requirements as full-time students.

Both Parents/Guardians Residing in Volusia County but in Different School Zones

If a child's parents/guardians physically reside in separate residences located in different residential attendance zones or the child's parents/guardians are divorced or otherwise living separate and apart under court order and the child rotates between the parents'/guardians' residences, the child shall be enrolled in and attend the school zoned for the residence of the parent/guardian in which the child physically resides (stays) for 51% or more of the time. If the actual physical rotation is 50/50 and the parents/guardians reside in separate residential attendance zones, the school of enrollment shall be selected by the parents/guardians. If there is no court order, the parent's/guardian's declaration of primary residence should be accepted.

***For Enrollment:** The parent/guardian with whom the student is going to be residing during the school year shall show proof of residency along with the other items required for registration.*

A Legal parent/guardian not living in Volusia County

A Legal parent/guardian not living in Volusia County (resides in another county, out of state, or out of the country) requesting that the student reside with a parent/guardian living in Volusia County.

The parent/guardian residing in Volusia County shall show proof of residency along with the other items required for registration.

Non-Guardian Housing

A parent residing in Volusia County requesting that his/her student live with someone other than the parent (i.e., aunt, friend, grandparent, etc.) residing in a different school zone in order for the student to attend school in that zone. This option is not permitted. The student must enroll in the zoned school based on the residence of the parent.

A parent NOT residing in Volusia County requesting that his/her student reside with someone other than a parent, (i.e., aunt, friend, grandparent, etc.), and there is no parent living in the district. Extenuating circumstances must be documented. If the student's parent suffers from a documented physical, mental, or financial infirmity which, by ordinary and reasonable standards, precludes the parent from actually caring for the student, this transfer may be approved.

Once the extenuating circumstances have been validated with legal documentation and the appropriate variance forms have been completed and approved, the student shall be allowed to enroll in a school zoned for the residence of the custodial guardian.

Students Who Have Been Expelled Or Recommended For Expulsion In Another School District

The Volusia County School Board will uphold the expulsion of a student from another school district.

Students Who Have Been Assigned To Or Recommended For Assignment To An Alternative School In Another School District

The superintendent or designee has the authority to assign a student to alternative educational placement when such placement has been made or recommended in another school district.

Students Experiencing Homelessness and Families in Transition

Students experiencing homelessness, including homeless unaccompanied youth, are permitted to enroll in Volusia County Schools and must not be placed in a separate school or program within a school based on their homeless status. Children and youth experiencing homelessness are provided services comparable to those offered to other students enrolled in Volusia County Schools to ensure they have an equal opportunity to meet student academic achievement standards/benchmarks. All students experiencing homelessness are eligible for free breakfast and lunch.

Students experiencing homelessness may choose to attend the school they attended prior to experiencing homelessness. Students experiencing homelessness may, as an alternative, choose to enroll in the school zoned for the attendance area where they reside.

Regardless of which school students experiencing homelessness choose to attend, they shall be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as: previous academic records, immunizations, medical records, and proof of residency. The enrolling school must immediately contact the school last attended by the student experiencing homelessness to obtain relevant records.

Military Family

A permanent change of station order may be used as proof of residency.

ADMISSION GUIDELINES

A minor child's residence is that of the child's parent/guardian or parents/guardians. A child residing in Volusia County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by the District Zoning Office, ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Conduct and Discipline Code, assignment by the School Board "in lieu of expulsion", a "no contact order" entered by a court of competent jurisdiction, or assignment by the superintendent or designee.

The following guidelines govern the enrollment of students into the elementary schools of Volusia County, Florida:

Kindergarten

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year.

First Grade

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- a. Regular attendance in a 180-day instructional program.
- b. Regular attendance in a three-hour-net instructional day.
- c. Attaining the age of five (5) on or before September 1 – required for legal entry into kindergarten.
- d. An official letter or transcript from a proper school authority (to include home education) which shows records of attendance, academic information, and grade placement of the student.

A student from a private school and/or out of state must document successful completion of kindergarten.

Over Age Student

Students aged 18 or 19 wishing to return to school *after* withdrawing may petition the school for placement. The principal and/or designee will review the reason for return given by the student and family. The principal, in consultation with their Assistant Superintendent or designee, will make the final determination based on the following requirements:

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

TRANSFERS/WITHDRAWALS

Transferring from one Volusia County School to another

Parents/guardians will be expected to formally withdraw their child from a previous school before enrolling at another Volusia County school.

In-State Transfers from Non-public Schools to Kindergarten

Students transferring from a non-public Florida kindergarten to Volusia County Schools must be five years of age on or before September 1, provide proof of immunization, and meet first entry to the State of Florida criteria.

In-State Transfers from Non-public Schools to First Grade

A child must have successfully completed kindergarten in a non-public Florida school, must be six years of age on or before September 1 of the school year in which admission to the first grade is being sought, and meet first entry to the State of Florida criteria.

Students transferring to first grade from a non-public kindergarten program will need written verification of successful completion of kindergarten from the non-public school attended. Students not meeting the above requirements for grade one will be enrolled in kindergarten.

Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Non-public Schools

Entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall be based on their previous state's age requirements and shall be in accordance with *Florida Administrative Rule 6 A.1.0985* which states: Any student who transfers from an out-of-state public or non-public school shall be admitted upon presentation of the following data:

- 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;
- b. an official letter or transcript from a proper school authority which shows records of attendance, academic information, and grade placement of the student;
- c. proof of immunization;
- d. proof of date of birth; and
- e. proof of a medical examination completed within the last twelve months (first time entry into Florida public schools only).

Neither Parent/Guardian Resides in Volusia County

Neither the student nor parent(s)/guardian(s) reside within Volusia County and the student wishes to transfer into a Volusia County public school while maintaining residence outside of the county will be

required to complete an out of district variance request form. Permission to enroll will be determined by the district.

GRADE PLACEMENT

When a student transfers into a Volusia County School from an out of district public or non-public school, the student's transcript will be evaluated to determine appropriate grade placement. The principal or designee shall have the final decision regarding student placement.

All Transfer Students (K-12)

Grade placement of all transfer students shall be on a probationary basis until transfer work is validated using official evidence of student achievement or competence available to the school principal or designee. The grade placement of students transferring from other countries, states, counties, or private schools will be determined by the principal or designee of the receiving school based on placement tests, age, and previous school records, subject to state statute, the rules of the State Board of Education and/or the Volusia County School Board.

The results of competency tests may be used to assist in the grade placement determination. Academic performance of the transfer student on screening and placement tests and in the classroom shall be considered in making the final decision. The principal or designee of each school will make the final placement decision based on the grade level at which the student can academically perform best, subject to state statute, the rules of the State Board of Education and/or the Volusia County School Board.

Home Education Students

When a student transfers to a Volusia County public school from a home education program, it will be the responsibility of the parent/guardian to provide evidence of the student's achievement and academic level. The following will be considered when determining placement of home education students:

- a. a review of the required home education annual evaluation (acceptable options include a student portfolio, a nationally- normed achievement test, statewide standardized assessment, or other approved valid measurement tool) and/or
- b. a site-based assessment.

STATE UNIFORM TRANSFER OF STUDENTS

A student who transfers to the Volusia County School District from another school system or from a home education program shall be allowed entry, grade placement, and course placement in accordance with state and local guidelines.

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools from out of state or out of the country. In accordance with F.S. 6A1.09941 the procedures shall be as follows:

Accredited Schools: Public/Non-Public

All proof of work at another school offered for acceptance shall be based on an official transcript. Work from state or regionally accredited schools or institutions shall be accepted at face value. Work from non-public schools shall be accepted at face value if the school is listed in the Florida Educational Directory and is accredited by one of the agencies listed therein. All accepted records are subject to validation. If all attempts to obtain transfer grades fail, student grades shall be validated through performance during the first grading period of their enrollment. Validation shall be based on performance in classes at the receiving school.

Non-Accredited Schools/Home Education

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

A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course with a grade of C or higher at the end of the first grading period in which he/she is enrolled to receive credit for previous coursework.

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/designee, and parent/guardian:

- a. portfolio evaluation by the superintendent or designee;
- b. demonstrated performance in courses taken at other public or private accredited schools;
- c. demonstrated proficiencies on nationally normed standardized subject area assessments;
- d. demonstrated proficiencies on the statewide, standardized assessments; or
- e. written review of the criteria utilized for a given subject provided by the former school.

Out of Country Transfer Students with No Educational Records

For out of country transfer students whose educational records are unobtainable, the receiving school counselor/administrator shall conduct a review of any available academic history of the student's educational records to determine appropriate grade level, subject, and possible ESOL and ESE program placement (See State Board Education Rule 6A-6-6.0902 (3)(b)). Parental input regarding educational background may be taken into consideration, especially if transcripts, records, or report cards are not readily available.

Transfer Student Graduation Requirements

A student transferring into the district during his or her senior year may be permitted to graduate with fewer than the prescribed number of credits if the student has met all requirements of the school district or state from which he/she is transferring (Graduation Plan 99). This student, however, should meet as many Volusia district requirements as practical during the time period that the student is in attendance in the Volusia County School District. Requirements of the Volusia County School District that cannot be met in the remaining time before the date of graduation shall be waived. This waiver excludes any courses required for graduation by the previous school district that have been failed by the student and any Volusia district or state of Florida testing requirements for graduation.

A student transferring into the district from an accredited institution must complete their last 3.5 credits from Volusia County Schools in order to receive a diploma from the Volusia County School District or be approved by the superintendent or designee.

A student transferring into the district from home education must complete their last seven (7) credits from Volusia County Schools, in order to receive a diploma from the Volusia County School District or be approved by the superintendent or designee. Of the seven courses taken during the student's last academic year prior to high school graduation, the following must be included:

- a. One (1) core English credit and
- b. One (1) core mathematics credit and
- c. One (1) core lab science credit or one (1) core social studies credit
- d. Unless the student has already satisfied the total number of credits in any of those four academic areas.
- e. 0.5 credit of financial literacy beginning with 2023-2024 9th grade cohort

The student's GPA will be based only on courses completed in Volusia County High School, a district school board-approved program, or a regionally accredited institution.

Students must meet the state assessment requirements by passing the Grade 10 Florida **Assessment of Student Thinking for** English Language Arts and Algebra I EOC or by earning a concordant and/or comparative score.

- This may change if 2024 legislation changes.

A student from another country may enroll in this district only if he/she has not already earned the equivalent of a high school diploma or secondary degree from the sending school. A student transferring into the district from a non-accredited institution (including, but not limited to, home education) must earn his/her last seven credits from Volusia County Schools to receive a diploma from this district, unless approved by the superintendent or designee.

TRANSFER OF GRADES

All evidence of work or credits earned at another school, community college, or university offered for acceptance will be based on an official transcript authenticated by the proper school authority.

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

The district shall award equal credit for courses completed in another country or in a language other than English as it would for equivalent courses taken in the United States or in English. Age-appropriate placement for foreign-born students shall follow the same district policies applied to U.S.-born students. Placement assessments may not be based on English language proficiency. ELL students shall be placed in core subject area courses based on grade level and appropriate assessment data. [FAC 6A-6.0902(4)(b)]

Students entering Florida public schools in grades 11 or 12 from out of state or out of country shall not be required to complete additional coursework already satisfied in their prior school, state, or country. [F.S. 1003.433(1)]

Language arts courses completed in a language other than English, including literature, composition, and technical texts, may be awarded credit toward English Language Arts graduation requirements. [FAC 6A-6.0904(d)]

ELL students enrolled in an ESOL program for fewer than two school years who have met all other graduation requirements may satisfy the Grade 10 ELA assessment requirement through an alternate pathway using formative assessments. [F.S. 1003.433(3)(b); FAC 6A-1.09422]

Students who have earned a terminal diploma or certificate equivalent to a high school diploma from another institution or from another country will not be eligible to enroll in a school in the Volusia County School District. These students will also be ineligible to participate in any school-related activities and or programs.

The transfer of grades of students of military families shall be done in accordance with the Interstate Compact on Educational Opportunity for Military Children.

TRANSFER CREDITS AND END-OF-COURSE (EOC) ASSESSMENTS

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

Beginning with the 2011-2012 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school or a home education program, and the student's transcript shows credit in Algebra 1, the student must take and pass the statewide, standardized Algebra 1 EOC assessment or earn a comparative score on another exam as provided for under S. 1008.228(8), F.S., in order to earn a Florida standard high school diploma – unless the student passed a statewide Algebra 1 assessment given by the transferring

entity, or the student passed the high school mathematics assessment used by the transferring entity to meet ESEA/NCLB requirements.

Beginning with the 2023-2024 school year, entering 9th graders must earn one-half credit in financial literacy and 7 and one-half credits in electives.

If a transfer student's transcript shows a final course grade and course credit in Algebra 1, Geometry, Biology 1, or U.S. History, the transferring course, final grade and credit shall be honored without the EOC assessment results constituting 30% of the student's final grade.

ATTENDANCE

Students shall maintain attendance as prescribed by School Board Policy 206. Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Parent/Guardian Responsibility

Florida law (Fla. Stat. § 1003.24) requires each parent/guardian of a child from six to sixteen years of age to be accountable for their child's school attendance and holds parents/guardians responsible for providing an explanation for any absence from school.

Children who have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board.

Students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent to terminate school enrollment is filed with the district school board by the student and/or parent/guardian of a student who is less than 18 years of age.

If a student has unauthorized absences sufficient to jeopardize academic progress and it is determined that the student's parent or guardian is at fault for the absences, in accordance with Florida Statute § 1003.24, the procedures under Florida Statutes § 1003.26 and § 1003.27, shall be followed by the appropriate school personnel.

Absences

Absence is the non-attendance of a student at school or in an approved educational activity/field trip or program on days when school is in session. Absence occurs when a student is not physically present at school or not participating in an approved school activity as defined under the compulsory school law. Students shall be counted as absent and shall not be recorded as in attendance on that day.

Excused Absences

The law allows absences for illness or medical care, death in the family, religious holidays, prearranged absences for educational purposes approved by an administrator, financial and certain other special

circumstances, or insurmountable conditions. A student with an excused absence is not subject to any disciplinary or academic penalties.

Parents/guardians may request and be granted permission for absence of a student from school for religious instruction or religious holidays (Fla. Stat. §1003.21(2)(b)).

Parents/guardians may request and be granted permission for absence from school for an appointment scheduled to receive a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to s. 393.17 for the treatment of autism spectrum disorder, including, but not limited to, applied behavior analysis, speech therapy, and occupational therapy (Fla. Stat. §1003.21(2)(b)).

Florida Statute § 1000.36, Article V(E), Interstate Compact on Educational Opportunity for Military Children, states that a student whose parent or guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, or is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the school superintendent to visit with his or her parent or guardian relative for the reasons specified.

Unexcused Absences

An unexcused absence takes place any time a child is out of school for reasons not recognized in the law. In these cases, the child may be subject to academic penalties.

Truancy

Florida law (Fla. Stat. §1003.24) requires each parent or guardian of a child from six to sixteen years of age to be accountable for their child's school attendance.

A student's primary teacher shall report to the principal or their designee if the student is exhibiting a pattern of non-attendance and is a potential habitual truant when the student has accumulated:

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

If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, the superintendent, or their designee shall refer the case to the district staff and Child In Need of Services/Family In Need of Services (CINS/FINS) provider committee.

If the child has had more than fifteen (15) unexcused absences in a ninety (90) day calendar period, the superintendent or their designee may file a truancy petition pursuant to the Florida Statutory procedures (Fla. Stat. § 984.151) which may result in a court hearing.

MARRIED AND/OR PREGNANT STUDENTS

Students who become or have become married and/or students who are pregnant, shall not be prohibited from attending school. Married students and students who are parents/guardians shall receive the same educational instruction, or its equivalent, as other students.

ASSESSMENT OVERVIEW

All students must participate in the Statewide Assessment Program as developed and/or implemented by the Florida Department of Education (per s. 1008.22, F.S.).

Volusia County Schools abides by this statutory requirement while also integrating other assessments to best monitor student progress. Both the state and district set specific levels of performance that students are expected to meet. Students who do not meet the performance levels for specific grade level assessments must be evaluated to determine the nature of the student's deficiency, the areas of academic need, and strategies for providing academic supports to improve the student's performance. Some grade levels also require a student meet specific levels of performance on statewide, standardized assessments to be promoted to the next grade or to graduate (Fla. Stat. §1008.25, §1003.4282). Grade-specific assessment information is outlined within the Elementary, Middle, and High School sections of this plan.

Overview: Statewide, Standardized Assessments

The statewide, standardized assessments measure a student's content knowledge and skills in English Language Arts, mathematics, science, and social studies as established by the Florida Standards/Benchmarks. Other content areas are included as directed by the State Commissioner of Education. The statewide, standardized English Language Arts (ELA) assessment is administered annually in grades 3 through 10. The statewide, standardized mathematics assessment is administered annually in grades 3 through 8. The statewide, standardized science assessment is administered in grades 5, 8 and upon completion of the Biology 1 course. The statewide, standardized civics assessment is administered in middle school upon completion of the Civics course. The statewide U.S. History assessment is administered in high school upon completion of the U.S. History course. The statewide standardized civics literacy assessment is administered in high school upon completion of courses designated by the Florida Department of Education.

Students are required to take statewide, standardized end-of-course (EOC) assessments if they are enrolled in an EOC course. EOC results will constitute 30% of the final course grade. The EOC is calculated on a semester average.

Students who show proficiency by obtaining a level 4 or higher on the Florida Statewide Standardized Assessment in ELA, mathematics, science, or social studies may be granted course completion in middle school course credit for that specific subject area if approved by the district committee.

A student must take and pass the grade 10 statewide, standardized English Language Arts assessment or earn a concordant or comparative score as specified in Rule 6A-1.09422, F.A.C. on the PSAT, SAT, ACT, or Classic Learning Test (CLT) in order to earn a Florida Standard high school diploma.

Florida students who receive instruction at home and are registered appropriately with their district office

as Home Education Program students are eligible to participate in statewide assessments if they register by the deadline set by the district.

Florida private school students do not participate in statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. They may, however, participate in the statewide, standardized Algebra 1 EOC assessment to meet the graduation requirement if transitioning to, and graduating from, a public high school.

Statewide, Standardized Assessments for Students with Disabilities

A student with a disability, as defined in §1007.02, Fla. Stat., 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.

Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. However, instructional accommodations are allowed in the classroom if identified in a student’s IEP. Students who use instructional accommodations that are not allowed on a statewide, standardized assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student’s abilities. In cases such as this, the district must inform the parent/guardian in writing and provide the parent/guardian with information regarding the impact on the student’s ability to meet expected performance levels. A parent/guardian must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on a statewide, standardized assessment and acknowledge in writing that he or she understands the implications of such instructional accommodations. If a student’s IEP states that computer-based administration of a statewide, standardized assessment will significantly impair the student’s ability to perform, the assessment shall be administered in paper-pencil format.

For students with significant cognitive disabilities, the Department of Education shall provide for the implementation of the Florida Alternate Assessment to accurately measure the core curricular content established in the Next Generation Sunshine State Standards and Florida Access Points.

Statewide Standardized Assessments for English Language Learners (ELL)

Districts are required to offer accommodations to students identified as ELLs (LY) and any student who has exited from the ESOL program and is in the two-year follow-up period (LF). The following are allowable accommodations for ELLs participating in Florida Statewide Assessments. These accommodations are to be offered for all statewide assessments and all FAST assessment progress monitoring windows: PM1, PM2, and PM3.

A. Flexible Setting

- ELLs (LY) and recently exited ELLs (LF) may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration. 12 2025–2026 Statewide Assessments Accommodations Guide General Information about

Accommodations

B. Flexible Scheduling

- ELLs (LY) and recently exited ELLs (LF) may take a test session during several brief periods within one school day; however, each test session must be completed within one school day.
- ELLs (LY) and recently exited ELLs (LF) may be provided additional time to complete a test session; however, each test session must be completed within one school day.

C. Assistance in Heritage Language

- ELLs (LY) and recently exited ELLs (LF) may be provided a copy of the test administration script that has been translated into their heritage language, or the test administrator may read the script aloud in the student's heritage language. Translations of the scripts must be provided at the local level.
 - The script may be read aloud by a native speaker who is not the ESOL teacher or the test administrator.
 - Scripts may be translated using engines such as Google Translate or an AI tool.
 - Scripts may be recorded ahead of time and played for the student during testing.
- ELLs (LY) and recently exited ELLs (LF) may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices. Limited assistance means the ESOL or heritage language teacher provides word-to-word translation. This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student's heritage language. Assistance may not be provided for words or phrases in Writing and ELA Reading passages.
 - The use of translation devices for translating scripts or incidental communication with students is allowed, as long as the device is not a security concern.
- For students who are ELLs (LY) or recently exited ELLs (LF) and who also have an IEP or Section 504 Plan that allows oral presentation, the oral presentation must be in English and not in the student's heritage language. These students may still receive limited assistance in their heritage language.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in Writing and ELA Reading passages.

D. Approved Dictionary and Glossary

- ELLs (LY) and recently exited ELLs (LF) should have access to an English-to-heritage language translation and/or heritage language-to-English translation dictionary or glossary or both, in print, electronic, or digital format, such as those made available to ELLs (LY) and recently exited ELLs (LF) in an instructional setting. Glossaries containing content-specific word-to-word translations in the heritage language can also be provided. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided. If the dictionary, glossary, or website uses the Internet, schools must ensure that students have access only to the dictionary, glossary, or website that meets the requirements and does not have access to any other sites.

PROGRESSION, SUPPORT AND ACCELERATION

The Volusia County School Board is dedicated to the total and continuous development of each student. The professional staff of the school system has the responsibility to develop administrative procedures to ensure the placement of each student in the subject, grade level, or special program best suited to meet the student's academic needs with consideration given to social, emotional, and physical development. It is expected that all students will make progress annually and demonstrate appropriate reading ability sufficient to move to the next grade level or to graduate in a timely manner.

State Standards and Programs of Study

Volusia County Schools are required to teach, and students are required to meet state curriculum standards/benchmarks as defined by the Florida Department of Education. State-adopted standards/benchmarks establish the core content of the curricula to be taught in the state and specify the core content knowledge and skill that public school students in kindergarten through grade 12 are expected to acquire. All teachers are expected to be proficient in teaching those standards/benchmarks that are applicable to the course, subject, and grade level of their students. The grading system employed by Volusia County Schools represents each student's level of performance based on achievement of these standards/benchmarks.

Volusia County Schools implements a standards/benchmarks-based instructional approach reflecting state and local requirements for K-12 education, using the state academic standards/benchmarks and Florida Standards (FS). You can find more information on both sets of standards/benchmarks by visiting: www.cpalms.org/public.

While specific programs of study are described in the level-specific sections of this plan, listed are the district's standards/benchmarks-based content areas of focus:

- English Language Arts (B.E.S.T.)
- Mathematics (FS) B.E.S.T.
- Science (state academic standards)
- Social Studies (state academic standards)
- Health Education (state academic standards)
- Physical Education (state academic standards)
- Fine and Practical Arts (state academic standards)
- World Languages (state academic standards)

Social Promotion

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

The district school board may only exempt students from grade 3 mandatory retention, as provided in § 1008.25(5)(b), Fla. Stat., for good cause. A student who is administratively assigned to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that includes 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 reading strategies for students administratively assigned with a good cause exemption which research has shown to be successful

in improving reading among students who have reading difficulties (§ 1008.25(6)(a), Fla. Stat.).

Exceptional Student Education

Each student identified as a student with a disability is required to have an Individual Education Plan (IEP), which must include results of academic assessments and must also outline the instructional services to be provided. With the exception of students identified as speech impaired only, the IEP will serve as the Progress Monitoring Plan (PMP), outlining the progression of skills for students through long and short-term goals/objectives within the IEP. The goals/objectives aligned to the progression of skills address the current academic standards/benchmarks toward which the student is working and provide the steps for the student to achieve grade level standards/benchmarks.

The Individual Educational Plan (IEP) team determines whether a student with a disability will receive instruction in the Florida Standards or in the Florida Access Points. This decision is documented on the IEP, with every attempt to ensure that the student with a disability has the opportunity to follow the Florida Standards. If the IEP team recommends that the student work towards the Florida Access Points, the parent/guardian must give consent for instruction using the Florida Access Points. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP.

A student with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression.

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

English Language Learners

Promotion requirements for English Language Learners (ELL) shall be the same as for general education students. Teachers shall not assign lower grades based on a student's English language proficiency. English Language Learners shall be graded in accordance with their English language proficiency levels, aligned to the WIDA English Language Development (ELD) Standards/Benchmarks, and must be provided with appropriate instructional strategies and accommodations in all subject areas.

ELL students may not receive a failing grade if the curriculum, instructional strategies, materials, and assessments have not been adapted to meet their language proficiency needs, and documentation of these strategies and accommodations is not on file. District and school-based assessments shall not negatively impact student grades based solely on English language proficiency; assessments must be designed and administered to measure content mastery rather than language ability.

ELL students are entitled to testing accommodations on district and state assessments as outlined in their individualized ELL/LEP Student Plan.

Retention decisions for ELL students must be determined by the school's ELL Committee, except where mandatory retention for a reading deficiency is required under Florida's Reading Advancement Act. In such cases, applicable good cause exemptions shall also be reviewed and considered by the ELL Committee in accordance with Florida law.

Each student identified as an English Language Learner must have an individualized ELL/LEP Student Plan. This plan must include the results of language proficiency and academic assessments and must outline the instructional and support services to be provided. The ELL/LEP Student Plan may serve as the Progress Monitoring Plan (PMP) provided it addresses the student's academic needs across English Language Arts, science, social studies, and mathematics.

Course Proficiency through Florida Standards Statewide Assessments

For students that have failed a course but have shown proficiency by obtaining a Level 4 or higher on the Florida Statewide Standardized Assessment in ELA, mathematics, science and/or social studies may be granted course completion in middle school course credit for that specific subject area, if approved by a district committee.

ANNUAL REPORTS TO PARENTS/GUARDIANS

The District School Board must annually report to the parent/guardian of each student the progress of the student towards achieving state and district expectations for proficiency in English Language Arts, science, social studies and mathematics, including the student's results on each statewide, standardized assessment.

The evaluation of each student's progress must be based on the student's classroom work, observations, district and state assessments, and other relevant information. Progress reporting must be provided to the parent/guardian in writing in the format adopted by the District School Board (§ 1008.25(8)(a), Fla. Stat.).

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

The school will provide notification at any time during the grading period when there is a significant change in the student's achievement, effort, and/or conduct.

The District School Board will provide notification in writing to the parent/guardian of any student in K-3 who exhibits a substantial deficiency in reading of the following:

- 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/guardian, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child.
- 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.
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies, through a read-at-home plan the parent/guardian can use in helping his or her child succeed in reading.
- 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/guardians and the school district in knowing when a child is reading at or above grade level and

ready for grade promotion.

- The district's specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate mastery of Florida's academic standards/benchmarks for English Language Arts. A parent/guardian of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- 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.

Notification in writing of any student who is retained in grade 3 due to a reading deficiency as evidenced by not scoring Level 2 or above on the grade 3 statewide, standardized ELA assessment, that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in 1008.25(6)(b), F.S. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. Provide written notification to the parent/guardian of any student who is retained under the provisions of paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b). The notification must comply with the provisions of 1002.20(15) F.S. 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.

Notifications associated with ELL students shall be provided as required by law. Notifications associated with Students with Disabilities shall be provided as required by law.

Notification in writing of the requirements for a standard high school diploma, available designations, and the eligibility requirements for state scholarship programs and postsecondary admissions. Information about diploma designations through an online education and career planning tool will be made available.

Notification for students in grades 6 through 12 of all graduation options, including mid-year graduation and required courses.

The opportunity to attend a meeting to inform parents/guardians about middle and high school course curriculum.

Career opportunities, education requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to pursue postsecondary instruction required to enter such a career; how to make informed decision about the program of study; and recommended course work and programs that prepare students for success in their areas of interest and ability.

Notification to the parent/guardian of the estimated cost savings for a student who earns an industry certification during high school versus the cost of acquiring such certification after high school graduation.

Notification of any industry certification available to a student.

Section 1002.20(24), Florida Statutes, requires each middle school and high school student, or the student's parent/guardian, be provided a two-page summary of the Department of Economic Opportunity's economic security report of employment and earning outcomes. This must be done annually prior to registration and electronic access to the full report must also accompany the summary.

The following links are to the summary and full economic security report as required by law.

- Summary: <http://www.fldoe.org/core/fileparse.php/7750/urlt/TwoPageSummary.pdf>
- Full Report: http://www.beyondeducation.org/temp/ER_Report.pdf

REPORT CARDS

Student report cards for elementary, middle, and high school students shall be issued after each grading period. The report cards must clearly depict the grade the student earned based on academic performance as it relates to the state-approved standards/benchmarks. The report card must also include conduct, behavior, and attendance (including absences and tardiness). All schools will use a district-approved report card. Schools may use supplementary reporting instruments, which may accompany the standard report card.

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, acceptable or unacceptable behavior and attendance, and promotion or non-promotion (§1003.33, Fla. Stat.). Grade-level-specific information regarding promotion and progression is located in subsequent sections of this plan.

The parent/guardian will be supplied with an interim report at the mid-point of each grading period.

PUBLIC NOTICE

The District must annually publish on the district website the following information on the prior school year (§ 1008.25 (10)(b), Fla. Stat.).

- The provisions of the law relating to public school student progression and the District School Board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3-10 performing at levels 1 and 2 on the statewide, standardized English Language Arts assessment.
- By grade, the number and percentage of all students retained in kindergarten through grade 10.
- The total number of students who were promoted for good cause, by each category of good cause.
- Any revisions to the District School Board's policies and procedures on student retention and promotion from the prior year.

PROGRESS MONITORING

Any student who does not achieve a Level 3 or above on the statewide, standardized ELA assessment, the statewide, standardized mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's deficiency, the areas of academic need, and strategies for providing academic supports to improve the student's performance. Any 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:

- a federally required student plan such as an IEP;

- a school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the ELA and/or mathematics assessments may be exempted from participation by the principal or designee; or
- MTSS

Reading intervention placement and progress monitoring must follow the guidelines established in Fla. Admin. Code R. 6A-6.054.

MTSS is intended to provide the school district and the school flexibility in meeting the academic needs of the student. The plan should include:

- identification of the specific diagnosed academic needs to be remediated;
- identification of the success-based intervention strategies to be used;
- identification of the remedial instruction to be provided; and
- identification of the monitoring and re-evaluation activities to be employed.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Volusia County Schools is committed to the implementation of a multi-tiered system of supports to integrate and align efforts to improve educational outcomes and meet the educational needs of all students. The district provides high-quality intervention matched to student needs and uses learning rate and level of performance to inform instructional decisions, including decisions regarding promotion, acceleration, retention, and remediation. MTSS is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student needs. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

This problem-solving method and the systematic use of data at the district, school, grade, class, and individual levels guide decisions about the allocation of resources and intensity of interventions needed to improve learning and/or behavior. Not one tier represents special education. MTSS is composed of three tiers:

- Tier 1: Core Curriculum: All students, including students who require curricular enhancements for acceleration.
- Tier 2: Strategic Interventions: Students who need more support in addition to the core curriculum.
- Tier 3: Comprehensive and Intensive: Students who need individualized interventions.

ACCELERATED PROMOTION

Accelerated promotion is the assignment of a student to a higher grade that results in the student skipping a grade or part of a grade based on achievement by the student of the standards/benchmarks established by the district and evidence that the student will benefit more from the instructional program at the advanced grade level. Volusia County Schools provides program offerings that present accelerated opportunities to all students at all grade levels with sufficient documentation.

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options provide academically challenging curriculum or accelerated instruction to eligible public-school students in grades K-12. At a minimum, each school must offer the ACCEL Options, which may include but not be limited to:

- whole grade promotion;
- mid-year promotion;
- subject matter acceleration;
- virtual instruction in higher grade level subjects; and/or
- the Credit Acceleration Program under § 1003.4295, Fla. Stat.

Additional ACCEL Options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to § 1003.492 & § 1008.44, Fla. Stat., work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

Eligibility and Procedural Requirements for Acceleration Options

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

Eligibility for one or more acceleration opportunities is determined by, but not limited to, the following: data indicating that the student has the ability to perform above grade level;

- score of Level 3 or above on statewide, standardized assessments;
- academic requirement(s) for selected program(s) have been met; and/or
- In addition, the following criteria may be taken into consideration:
 - extremely high academic achievement and academic aptitude two or more years above grade level;
 - a minimum of absences and/or transfers;
 - comments and recommendations of previous teachers;
 - reports from previous years indicating above average academic progress;
 - demonstrated mastery in reading, language arts, science, and mathematics two or more years above grade level based on current state standards/benchmarks;
 - successful completion of appropriate enrichment strategies; and
 - evidence that the student will benefit more, academically, and emotionally, from an advanced assignment than from one based on chronological age.

Students in kindergarten must meet the age requirements as set forth in § 1003.21, Fla. Stat.

Procedures

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

- a. Whole grade/mid-year acceleration
 - A school-based data review occurs.
 - The principal or designee determines student eligibility, following guidelines provided by the district.
 - The principal or designee submits the appropriate forms and student data to the District Change of Grade Level Committee.
 - The District Change of Grade Level Committee reviews data and packets and determines placement.
- b. The principal or designee will contact the parent/guardian. Subject area acceleration
 - A school-based data review occurs.
 - The principal or designee determines student eligibility, following guidelines provided by the district.
 - The principal or designee, in conjunction with the parent/guardian and student, develops an acceleration plan and timeline.
 - The principal or designee approves and signs the acceleration plan.
 - Ongoing progress monitoring occurs.
 - Upon successful completion of the advanced subject area content, the student will be placed in the next sequential course with ongoing monitoring.

Appeal Process

Parents/Guardians who wish to appeal the grade level placement decision should contact the principal or designee who will submit the required documentation to the District Change of Grade Level Committee.

ONLINE LEARNING

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

Virtual Instruction Program (VIP)

The VIP is one that takes place in an interactive learning environment created through technology in which the student and teacher are separated from each other by time or space or both. By their nature, virtual courses can be accessed from any location and during any time of the day. Virtual teachers primarily interact with and instruct students on an individual basis using different methods of communication at various times of the day. The VIP consists of full-time and part-time virtual instruction for students in grades K-12. Each of the high school programs will fulfill the online graduation requirement for students enrolled in a course for high school credit as per section 1003.428 F.S.

Enrollment for the VIP takes place during specific enrollment periods through an online process as published by the district at www.volusiaonlinelearning.com

Blended Learning

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

There are various models of blended learning throughout many schools and alternative programs.

- NOTE: An online course is no longer a high school graduation requirement.

Credit retrieval through secondary Online Learning Labs is available for students in grades 6-12 who have failed part or whole courses required for promotion and/or graduation. Students are scheduled into the Online Learning Lab during the school day according to recommended district guidelines and discretion of the school administration.

More information regarding Online Learning programs is available at www.volusiaonlinelearning.com.

HOME EDUCATION

Home education is defined as the sequentially progressive instruction of a student directed by his or her parent or guardian in order to satisfy Florida's requirement for compulsory education. The home educator is not required to hold a teaching certificate. However, parents/guardians assuming responsibility for educating a child at home must also assume the responsibility for providing curriculum, educational materials, and evaluations necessary to determine student progress. The district does not supply textbooks, curriculum guides, teaching materials, or educational standards/benchmarks for the home education student. (§ 1002.01, § 1002.41, § 1003.01(4), & § 1003.21(1), F.S.)

Parent/Guardian Responsibilities

To establish a home education program under § 1002.41, F.S., a parent/guardian must take the following steps:

- a. Notify the school superintendent or designee of the district in which the parent/guardian resides, of the intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent/guardian, and shall include the names, addresses, and birthdates of all children who shall be registered as students in a home education program. The notice shall be submitted to the district Home Education Office within 30 days of the establishment of the home education program.
- b. Submit a written notice of termination of the home education program to the district homeschool office within 30 days after said termination.
- c. Maintain a home education work portfolio for each home education student including the following:
 - A log of educational activities which is made contemporaneously with the instruction and

which designates by title any reading materials used.

- Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.
- d. The portfolio may be preserved by the parent/guardian for two (2) years and may be made available for inspection by the district school superintendent or designee, upon 15 days' written notice.
- e. Provide for an annual evaluation documenting the home education student's demonstration of educational progress at a level commensurate with his/her ability. The parent/guardian may select the method of evaluation and may submit an evaluation report annually to the district school superintendent or designee. The annual educational evaluation may consist of one of the following options:
- A teacher selected by the parent/guardian shall evaluate the student's educational progress by reviewing the portfolio and conducting a discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level.
 - The student shall take any nationally normed student achievement test administered by a certified teacher.
 - The student shall take a statewide, standardized assessment used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district.
 - The student shall be evaluated by an individual holding a valid, active license (such as a school psychologist) pursuant to the provisions of § 490.003(7) or (8), F.S.
 - Students who are registered with and have completed four or more classes through Volusia Online Learning (VOL) or FLVS Flex may submit an unofficial transcript to satisfy the annual educational evaluation requirement. Students must complete a minimum of 4 classes each semester or segment for a total of 8 or more per year.

The district school superintendent or designee shall review and accept the results of the annual educational evaluation of the home education student. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent's office shall notify the parent/guardian, in writing, that such progress has not been achieved. The parent/guardian shall have one (1) year from the date of receipt of the notification to provide remedial instruction to the student. At the end of the one-year probationary period, the student shall be reevaluated as specified in § 1002.41 (1)(c), F.S.

The continuation of the home education program shall be contingent upon the student demonstrating educational progress commensurate with his/her ability at the end of the probationary period.

School District Responsibilities

Exceptional Student Education Services

Home education students who are gifted or have identified disabilities and who qualify for Exceptional Student Education (ESE) services may be allowed to participate in those programs offered in the public schools consistent with an approved IEP/EP. Parents/guardians can request a formal evaluation for the purpose of determining eligibility for ESE services. As appropriate, parents/guardians may be involved in the development of the IEP/EP.

Participation in Zoned School Activities

Home education students may be allowed to participate in extra-curricular and interscholastic extra-curricular activities at their zoned schools and may take courses associated with those activities, provided the student meets the same requirements as public-school students. Home education students who participate in activities at their zoned schools are subject to the same rules and regulations as full-time students.

Enrollment in Classes at the Zoned School

Home education students shall be allowed to enroll in any classes offered at their zoned school for part of the day. Enrollment in non-ESE classes shall be on a space-available basis and with prior approval of the school's principal or designee. Home education students who attend classes at their zoned school must meet the same requirements as the full-time students.

Transportation

The district does not provide transportation for home education students to attend classes or activities at their zoned school. Parents/guardians are responsible for transportation to and from the school. The school principal will establish the time and place for arrival and departure of home education students.

Field Trips and Other School Activities

With the exception of middle and high school extra-curricular and interscholastic extra-curricular activities, home education students may not participate in activities or field trips sponsored by a district school unless enrolled in a related program or class at the school.

Home education students may participate in district-wide community-sponsored activities which include history and science fairs or spelling and speech contests, etc.

Testing Services

The district will not arrange or pay for any assessments or evaluations selected by home education parents/guardians.

Industry certifications, national assessments, international assessments, and statewide, standardized assessments offered by a school district shall be available to home education program students. Each school district shall notify home education program students of the available certifications and assessments; the date, time, and locations for the administration of each certification and assessment; and the deadline for notifying the school district of the student's intent to participate and the student's preferred location.

Statewide, Standardized Assessments

Florida students who receive instruction at home and are registered appropriately with their district office as a Home Education Program student, are eligible to participate in statewide assessments if they are registered by the deadline set by the district.

Completion of a Home Education Program

The school district is not authorized to award high school diplomas for students who complete their high school courses through a home education program. Although home education students are not eligible to receive the regular high school diploma, they may take the General Education Development (GED) exam at an approved education center and will be awarded a GED diploma for a passing score. Students who complete a home education program (partial or full-time) are **not** eligible to participate in Volusia County Schools graduation activities/ceremonies.

Students who are registered with and completed four or more classes through Volusia Online Learning (VOL) or FLVS Flex may submit an unofficial transcript to satisfy the annual educational evaluation requirement. Students must complete a minimum of 4 classes each semester or segment for a total of 8 or more per year to be considered full time.

Section 2 K-5

Elementary Services

INSTRUCTIONAL DAY

The required program of study for elementary school grades in the Volusia County School District reflects state and local requirements for elementary education and is aligned with the adopted state standards/benchmarks. The adopted state standards/benchmarks are the basis for curriculum, instruction, and evaluation of student performance in the school district. All grades shall have a minimum of five instructional hours daily, to include a 90-minute uninterrupted reading block as required by F.S. 1011.62 and State Board Rule 6A-6.053 with an additional 60 minutes, to include all areas of literacy instruction, to total 150 minutes (daily minimum average). All grades shall also have 100 minutes of recess per week, so that students have at least 20 minutes per day of free play, as required by F.S. 1003.455. In addition, students will participate in instruction in mathematics, social studies, and science. Schools are encouraged to follow the Elementary Scheduling Best Practices document to determine appropriate minutes of instruction based on grade level in each content area. The Elementary Curriculum Guide or curriculum maps for the Volusia County School District, where available, define the expectations of students at each grade level.

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

COMPREHENSIVE PROGRAM

The comprehensive program for elementary school grades in the Volusia County School District shall include physical education classes staffed by certified physical education teachers. Students shall receive 30 consecutive minutes of physical education instruction on any day during which it is conducted, for a total of 150 minutes of physical education per week in grades K-5. This physical education requirement must be met with instructional personnel as defined in s. 1012.01(2), F.S.

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

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

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

ENGLISH LANGUAGE LEARNERS

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

1. ELL students must consistently be provided with all strategies, accommodations, and/ or modifications to curriculum, instruction, and assessments in all subject areas to make it comprehensible to the student at his/ her level of English language proficiency.

2. ELL students will receive grades based on their progress in acquiring English language skills and progress towards completion of the district's student progression plan. It is important for all English Language Learners to be given grades that reflect the work they are capable of completing for their English language proficiency level without penalty.

3. ELL students may not be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated and/ or modified (if necessary) to meet their language needs, and documentation of such strategies, accommodations, and/ or modifications (if necessary) are not available.

STUDENT ACCOUNTABILITY AND PROGRESS MONITORING

Kindergarten Readiness Screening

The statewide kindergarten screening (**STAR FAST PM1**) must be administered to each student in the school district within the first 30 school days of each school year as outlined in § 1002.69(1), Fla. Stat. This screening assesses the readiness of each student for kindergarten based upon the performance standards/benchmarks adopted by the DOE under § 1002.67(1), Fla. Stat., for the Voluntary Prekindergarten Program.

Statewide, Standardized Assessments

Each student must participate in the statewide, standardized assessments required by statute. The School Board shall allocate remedial and supplemental instructional resources to students in the following priority:

- a. students who are deficient in reading by the end of grade 3; and/or
- b. students who fail to meet performance levels required for promotion consistent with the District School Board's plan for student progression required in § 1008.25(2)(b), F.S.

Each student who does not meet district or state specific levels of performance in English Language Arts and mathematics for each grade level or who scores below Level 3 in English Language Arts or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction as described in Section 3 as part of the PMP. This shall include students who are identified as homeless.

The specific levels of performance are determined by:

- the local district school board in English Language Arts, science, social studies, and mathematics for each grade level; and
- the Commissioner of Education for statewide, standardized assessments at selected grade levels.

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

Reading Assessments

Any student who exhibits a substantial deficiency in reading, based upon school district determined or statewide assessments regularly conducted for each student in kindergarten, grade 1, grade 2, or grade 3, or through teacher observations, must be given daily intensive reading instruction immediately following the identification of the reading deficiency (this instruction should take place in addition to the 90-minute reading block).

Where previous assessments have determined that a student has a substantial deficiency in reading, the student's reading proficiency must be reassessed by school district determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the deficiency is remedied.

STUDENT PROMOTION AND PROGRESSION THROUGH THE ELEMENTARY GRADES

The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information in terms of appropriate instructional goals established by the Florida Department of Education's standards/benchmarks. The primary responsibility for authorizing grade placement for the next year is that of professional staff members, subject to review and approval of the principal or designee, assistant superintendent or designee, or superintendent or designee, and subject to state statute, the rules of the State Board of Education and/or the Volusia County School Board. The only exception is the Mandatory Grade 3 Retention (§ 1008.25(5)(b), Fla. Stat.).

Promotion to the Next Grade Level

The teacher recommends promotion based on satisfactory performance on the following:

- grade level adopted state standards/benchmarks;
- district-wide assessments;
- classroom work;
- observations;
- tests; and/or
- other relevant achievement data.

Student promotion is also based upon an evaluation of the student's satisfactory performance toward grade level adopted state standards/benchmarks and levels of performance on statewide, standardized assessments in English Language Arts, science, and mathematics. The classroom teacher has the primary responsibility for determining each student's level of performance and ability to function academically at the next grade level, subject to review by the principal or designee. In such cases, when a promotion decision is made, the student's permanent record card and report card shall show "Promoted to __ Grade."

Promotion of Students with Disabilities

Determination of the appropriate progression of a student with a disability will be based on a preponderance of data to be gathered by the student's teacher, including IEP progress. The exceptional education teacher and/or the general education teacher has the responsibility to gather the data to determine each student's level of performance and ability to function academically at the next grade level. Data will be submitted for review by the principal or designee. For additional information regarding

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

Promotion of ELL Students

ELL students will not be retained solely due to limited English proficiency.

ELL students who have received fewer than two years of instruction in an ESOL program, based on their initial date of entry into a U.S. school (DEUSS date), are exempt from Mandatory Grade 3 Retention under Florida's Reading Advancement Act. The school's ELL Committee shall review applicable good cause exemptions for any ELL student being considered for retention.

The ESOL program shall provide instruction designed to develop proficiency in listening, speaking, reading, and writing in English, enabling students to access grade-level content and meet Florida academic standards/benchmarks.

Promotion/Change of Grade Placement During the School Year

A recommendation for promotion during the year can be submitted by the principal or designee to the District Change of Grade Level Committee for determination of final grade placement with the permission of the parent/guardian, when the required grade level standards/benchmarks and expectations have been met. A recommendation for a change of grade placement to a lower grade level can be submitted by the principal or designee to the District Change of Grade Level Committee for determination of final grade placement, with the permission of the parent/guardian. The student's permanent record card and report card will reflect the change of grade placement. A conference with the parent/guardian must be offered prior to change of grade placement.

For students with disabilities, a case review by an ESE designee must occur before the District Change of Grade Level Committee meets. Input will be provided to the committee chair by the ESE designee after the review is complete.

Once the District Change of Grade Level Committee determines the appropriate grade in which to place the student with disabilities, the IEP team will meet to discuss the level of service needed for such placement. This IEP meeting shall be facilitated by a District Placement Specialist.

A recommendation for promotion during the year of a retained third grade student must be made where the student can demonstrate that he or she is a successful and independent reader

at or above grade level and is ready to be promoted to the fourth grade. Such mid-year promotions should occur during the first semester of the academic year. Tools that the school may use in reevaluating the retained student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with the rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4 using local assessments.

To be eligible for mid-year promotion:

The criteria for students promoted after November 1 must provide a reasonable expectation that the **student has met the requirements outlined in Rule 6A-1.094222, F.A.C., and that the student's progress is sufficient to master appropriate grade 4 level reading skills equivalent to the level necessary for the month in which the transition to grade 4 occurs.**

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.

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. English Language Arts Standards/Benchmarks in reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the B.E.S.T. English Language Arts Standards/Benchmarks that are assessed by the grade 3 statewide, standardized English Language Arts assessment. 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 portfolio 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 benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment 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. English Language Arts Standards/Benchmarks;
4. Be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards/Benchmarks that are assessed by the grade 3 statewide, standardized English Language Arts assessment. 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

5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements of subsections (1)-(3) of this rule and that the student's progress is sufficient to master appropriate grade four level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade four. The PMP for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.

Social Promotion

As stated in the K-12 GENERAL GUIDELINES, no student shall be assigned to a grade level based solely on age or other factors that amount to social promotion or administrative placement; however, this does not prevent students from being promoted based upon exemption according to state law and district policy. In instances in which an overage student is recommended by the District Change of Grade Committee to be moved up in grade level, a support plan must be put in place and followed for at least one full academic year.

The student's growth toward the accomplishment of state and district identified minimum levels of performance in English Language Arts, mathematics, science, and social studies shall be the primary consideration in promotion/retention decisions. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based instruction/interventions implemented with fidelity (§ 1008.25(2)(b), Fla. Stat.).

When establishing student eligibility requirements, principals or designees and school districts must consider, at a minimum:

- the student's performance on a locally determined assessment, or a statewide, standardized assessment administered pursuant to § 1008.22, Fla. Stat.; and
- the student's academic progress in the grade-specific core course.

STUDENT RETENTION

A student in any elementary grade who does not meet the required levels of performance on statewide, standardized assessments in English Language Arts, science, and mathematics, as defined by the Commissioner of Education, and who fails to meet satisfactory grade level performance on adopted state standards/benchmarks, classroom work, observational data by certified staff, tests, district assessments, and other relevant data, may be retained with approval of the principal and assistant superintendent or designee and with written notification to the parent/guardian. A student who is retained will not be promoted to the next grade level and must receive an intensive program that is different from the previous year's program and takes into account the student's learning style.

School personnel must use all available resources to achieve parent/guardian understanding and cooperation regarding the student's grade placement. It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal or designee and parents/guardians, those students who do not appear to be making satisfactory progress towards achieving course objectives. For those students, the teacher should implement the Multi-Tiered System of Supports (MTSS) team. This team will further analyze barriers to academic success, develop targeted interventions, monitor the student's response to interventions, and refer for evaluation if a disability is suspected.

An appropriate alternative placement must be provided for a student who has been retained for two or more years. In all such retention situations, there must be evidence of interventions beyond the core curriculum. Evidence of these interventions, and documentation of the student's response to these interventions, must be placed in the student's cumulative folder.

Mandatory Grade 3 Retention (as required by s. 1008.25, F.S.)

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 § 1008.22, Fla. Stat., 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 the statewide, standardized assessment required under § 1008.22, Fla. Stat., for grade 3, the parent/guardian must be notified.

The parent/guardian of any student who exhibits a substantial deficiency in reading or the characteristics of dyslexia 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. 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. The read-at-home plan must provide access to the resources compiled by the Department of Education.
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. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards/benchmarks for English Language Arts. 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 mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485,

F.S., and information on parent training modules and other reading engagement resources available through the initiative.

10. The process to request and receive a New Worlds Scholarship, subject to available funds (s. 1002.411, F.S.).

Promotion for Good Cause

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. Good cause exemptions, as outlined in Florida Statute, are as follows:

- Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
- Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts 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.
- Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan, or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3.
- Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

Florida Statute § 1008.25(6)(c), requires that requests for good cause exemptions for students from the mandatory retention requirement must include the following:

- documentation submitted from the student's teacher to the principal or designee that indicates that the promotion of the student is appropriate and is based on the student's academic record;
- discussion between the teachers and the school principal or designee to review the recommendation and make the determination if the student should be promoted or retained;
- the principal or designee submits the recommendation in writing through the area director to the superintendent or designee; and
- the superintendent or designee accepts or rejects the recommendation in writing.

Progression for Retained Third Grade Readers

Retained students whose reading deficiency has not been remediated by the end of third grade must be provided with intensive interventions in reading to improve the student's specific

reading deficiency, as identified by a valid and reliable diagnostic assessment.

This intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

The district shall:

Students retained must be provided with 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 grounded in the science of reading, 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 that place rigor and grade-level learning at the forefront.
- A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1.

This instruction may include:

- a. integration of content-rich texts in science and civic literacy within the 90-minute block;
- b. targeted small group instruction;
- c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback;
- d. reduced teacher-student ratios;
- e. more frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need;
- f. tutoring or mentoring;
- g. transition classes containing 3rd and 4th grade students;
- h. extended school day, week, or year, and
- i. Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34.

Each school district shall:

1. Provide written notification to the parent/guardian of a student that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with state statute and must include a description of proposed interventions and support that will be provided to the child to remediate the identified areas of reading deficiency.
2. Implement a policy for the mid-year 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 1st 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/benchmarks that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

3. Provide students, 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 the teacher must also be certified or endorsed in reading.
4. 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:
 - a. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards/benchmarks in other core subject areas through content-rich texts.
 - b. Targeted small group instruction.
 - c. Reduced teacher-student ratios.
 - d. The use of explicit, systematic, and multisensory reading interventions grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and the use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.
 - e. A read-at-home plan.
 - f.

ADMINISTRATIVE ASSIGNMENT

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

A student may be administratively assigned if:

- it is determined that an ESE, ELL, or general education student exhibits an inability to complete identified standards/benchmarks and expectations, even with allowable accommodations; or
- a preponderance of the data demonstrates that retention of the student will have a negative impact on the student's academic progress.

The principal or designee will conference with the student's parents/guardians and/or send written notification to the student's parents/guardians prior to the administrative assignment. Each student who is administratively assigned must have a revised ~~81~~PMP, except those who have an IEP or LEP Plan.

The principal or designee makes

the final decision regarding administrative assignment and the student's permanent record card and report card shall show "Administratively Assigned to the Next Grade Level."

Information about administrative assignments for students receiving exceptional student education services can be found in Section IV of the Student Progression Plan and School Board Policy 303, Special Programs and Procedures for Exceptional Students.

Appeal Process

Parents/Guardians who wish to appeal the grade level placement decision should contact the principal or designee who will submit the required documentation to the District Change of Grade Level Committee.

ELEMENTARY GRADE SCALE

1. Kindergarten Progress Indicators for all content and Special Area

Grade	Grade Range	Description
E= Excellent Progress	90-100	Consistently demonstrates in-depth understanding of concepts, processes, and skills.
S= Satisfactory Progress	70-89	Demonstrates an understanding of major concepts, processes, and skills.
N= Needs Improvement	60-69	Developing some understanding of major concepts, processes, and skills.
U= Unsatisfactory	0-59	Demonstrates little to no understanding of major concepts, processes, and skills.
NG= No grade assigned	NG	No grade assigned. Enrolled less than 15 days; curriculum suspended to provide state mandated intensive reading (section C in SPP)

2. 1st-2nd Grade Progress Indicators for all content and Special Area

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

Grade	Grade Range	Description
E= Excellent Progress	90-100	Consistently demonstrates in-depth understanding of concepts, processes, and skills.

S= Satisfactory Progress	70-89	Demonstrates an understanding of major concepts, processes, and skills.
N= Needs Improvement	60-69	Developing some understanding of major concepts, processes, and skills.
U= Unsatisfactory	0-59	Demonstrates little to no understanding of major concepts, processes, and skills.
I = In Progress	N/A	In progress toward grade level proficiency in skills and concepts.
NG= No grade assigned	NG	No grade assigned. Enrolled less than 15 days; curriculum suspended to provide state mandated intensive reading (section C in SPP)

3. Grades Three, Four, and Five

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

The following key is to be used:

Grade	Range	Points	Description
A	90-100	4.0	Outstanding Progress (Mastery)
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress (Proficiency)
D	60-69	1.0	Lowest Acceptable Progress
F	0-59	0.0	Does not get major concepts
I*			In progress toward grade level proficiency in skills and concepts.
WP			Any student who withdraws from a virtual course after 14 days will receive a WP if passing the course. The WP will be recorded in the student's academic history.
WF			Any student who withdraws from a virtual course after 14 days will receive a WF if failing the course. The WF will be recorded in the student's academic history.

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

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

Grades 3, 4, and 5 will use letter grades of A, B, C, D, F, I, for achievement and 1, 2, or 3 for effort in all subject areas. The effort grade shall be assigned based on the following numerical designation:

- Satisfactory 1
- Needs Improvement 2
- Unsatisfactory 3

Areas of Personal Development in grades kindergarten through 5 will be based on the following numerical designations:

- Satisfactory 1
- Needs Improvement 2
- Unsatisfactory 3

District Honor Roll Identification

Honor roll students will be identified in grades 3, 4 and 5 using the following criteria:

- a) must maintain an average of 3.0 or above quality points;
- b) one letter grade of C is permissible;
- c) letter grades of D, F, or I are not permissible;
- d) must maintain subject area effort grades of satisfactory (1);
- e) one subject area effort grade of needs improvement (2) is permissible.

Each school is encouraged to celebrate student achievement through a variety of school-based activities.

GRADING PRACTICES

Weighted Categories in the gradebook will be set using the following calculation method:

- a) Diagnostic Assessments count 0%, therefore are not counted in the total grade.
- b) Formative Assessments count 40% of the total grade.
- c) Summative Assessments count 60% of the total grade.

A teacher may use their professional judgment to override the final grade if a student's overall performance warrants it. A minimum proficiency level criterion for assessments is **70%** or higher as defined by Florida State Statute (§ 1003.437).

Multiple formative assessments in a 9-week period are recommended, and best practice indicates a minimum of 3 Summative Assessments should be given each quarter for each subject. If only 2 summative assessments are given in a quarter, then each of those assessments will be 30% of the students' total grade. In no event should only 1 summative be administered.

- To support the development of foundational skills in early learners, grades K-2 may use solely formative assessments to report student progress.
- An exception may be made for Special Area teachers who see students less frequently. In these cases, one grade prior to midterm and another at the end of the quarter are the minimum requirements per grading period.
- Social Studies may also be an exception due to the instructional time allocated within the daily student schedule.

Best practice is that if needed, one retake of Summative Assessments may be given as determined by the teacher, following remediation of the standards/benchmarks. If opting to use the same assessment as the retake, the assessment may NOT be reviewed with the student prior to the retake. If a student's score on a retake is less than the original score, the higher score should be used.

Grades of "0" (zero) or "M" (Missing) should **not** be entered in advance of assigning work to students. "0" (zero) is used when the score on the assignment is a 0. "M" is used to indicate a missing assignment. Both will calculate as a 0 in the Gradebook. Nonacademic behavior (conduct, effort, and meeting deadlines for work submission) should be reported separately from achievement grade.

Section 3

6-8 Middle School Services

INSTRUCTIONAL DAY

The program of studies adopted by the Volusia County School Board reflects state and local requirements for middle school education. For grades 6 through 8, the following areas of study are required: English Language Arts, mathematics, science, social studies (to include Civics), career and education planning, health and physical education, and elective study.

Middle school students must adhere to requirements of the state of Florida as well as those set by the Volusia County School Board. Volusia County Schools implements a standards/benchmarks-based instructional model tied directly to the state-adopted standards/benchmarks.

COMPREHENSIVE PROGRAM

The purpose of this section is to provide added focus and rigor to academics in the middle grades. Students who are enrolled in grades 6-8 are to be enrolled in the following courses at each grade level:

- English Language Arts
- Mathematics
- Science
- Social Studies*
- Physical Education***
- Band, Chorus, Orchestra, Art, Career and Technical, or other courses***

* **Florida statute 1003.4156** requires one of the social studies courses must be a civics education course. **Each student's performance on the statewide, standardized EOC assessment in civics education required under Florida statute 1008.22 constitutes 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 the country, out of state, a private school, or a home school education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

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

- The student is enrolled or required to enroll in a remedial course.
- The student's parent/guardian indicates in writing that the student is enrolled in another course from among those courses offered as options at the school; or the student is participating in physical activities outside the school day which are equal to, or in excess of, the mandated requirement.
- Where a student seeks to waive the physical education requirement, placement in an alternate course will be based upon seat availability.

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

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

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

Middle School Career and Education Planning

Pursuant to § 1003.4156 – General Requirements, Florida Statutes, one course in career and education planning shall be completed in Grades 6, 7, or 8.

The course may be:

- taught by any member of the instructional staff; and/ or
- implemented as a stand-alone course or integrated into another course or courses.

The course shall be:

- Internet-based;
- customizable to each student; and
- include research-based assessments to assist students in determining educational and career options and goals.

The course shall result in a completed personalized academic and career plan for the student.

The required personalized academic and career plan:

- must use, when available, Florida's online career planning and work-based learning coordination system.
- must teach each student how to access and update the plan and encourage the student to access and update the plan at least annually as the student progresses through middle school and high school.
- must emphasize the importance of entrepreneurship and employability skills;
- must include information from the Department of Economic Opportunity's economic security report under § 445.07, Florida Statutes;
- must inform students of high school graduation requirements, including:
 - a detailed explanation of the requirements for earning a high school diploma designation under § 1003.4285, Florida Statutes and the career and technical education pathway to earn a standard high school diploma under § 1003.4282(10), Florida Statutes;
 - the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; and
 - available opportunities to earn college credit in high school, including Advanced

Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; work-based learning opportunities, including internships and pre-apprenticeship and apprenticeship programs; and career education courses, including career-themed courses, and course sequences that lead to industry certification pursuant to §§ 1003.492 or 1008.44, Florida Statutes.

ENGLISH LANGUAGE LEARNERS

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

1. ELL students must consistently be provided with all strategies, accommodation, and/ or modifications to curriculum, instruction, and assessments in all subject areas to make it comprehensible to the student at his/ her level of English language proficiency.

2. ELL students will receive grades based on their progress in acquiring English language skills and progress towards completion of the district's student progression plan. It is important for all English Language Learners to be given grades that reflect the work they can complete for their English language proficiency level without penalty.

3. ELL students may not be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated and/ or modified (if necessary) to meet their language needs and documentation of such strategies, accommodations, and/ or modifications (if necessary) are not available.

STUDENT ACCOUNTABILITY AND PROGRESS MONITORING

Like all students, middle school students are required to participate in the statewide assessment program as designated by the Florida Department of Education. While broad-scope information regarding assessment is located within the GENERAL GUIDELINES section of this progression plan, below outlines the required statewide, standardized assessments for middle school students:

Florida Assessment of Student Thinking (FAST)

- English Language Arts
- Mathematics*
- Statewide Science Assessment -Administered in grade 8
- Civics EOC

*Course-Specific Required Assessments state academic standards/benchmarks.

A student with a disability, whose IEP committee has determined eligibility for alternate assessment, will participate in the Florida Standards Alternate Assessment (FSAA) for ELA and math in grades 6-8, as well as science in grade 8 and the Civics EOC.

Certain courses in the course code directory are specified as being associated with end-of-course (EOC) assessments. Students enrolled in these courses must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment (§1008.22, Fla. Stat.).

High school level EOC courses include: Biology I, Algebra I, Geometry, and United States History Assessment Results

Student assessment results are to be reported in a timely manner to students, parents/guardians, and teachers. When available, results are to be used to guide and improve instruction for all students. Students not meeting state-determined levels of performance on statewide, standardized assessments shall be evaluated to identify the nature of the deficiency and to provide targeted instructional support in the area of need. Students not meeting state or district requirements may be placed in remedial courses in the content-area of the deficiency. Remediation courses sometimes replace elective courses.

End of Course Assessments and Final Exams

Final exams that cover the course performance standards/benchmarks as aligned with the adopted state standards/benchmarks are required in all year-long courses in grades 6-8. The district may require common district assessments in selected courses. Final exams that cover the end-of-course performance standards/benchmarks as aligned with the adopted state standards are required in all subject areas, grades 6-12. The exam grade will count as a major test grade in determining the student's grade for the last marking period. The exam will be given during a specific window of time during the last grading period. No student shall be required to take more than two exams in one school day. **No additional final cumulative examination may be administered in a course with a statewide, standardized FAST/EOC assessment.**

All students enrolled in Algebra 1 or an equivalent course must take the statewide, standardized Algebra 1 EOC assessment. To earn high school credit for Algebra 1 a middle grades student must take the statewide, standardized Algebra 1 EOC assessment and pass the course. Beginning with the 2013-2014 school year, a student's performance on the Algebra 1 EOC assessment constitutes 30% of the student's final course grade. A Level 3 or higher on the Algebra 1 EOC meets the state testing graduation requirement.

Beginning with the 2012-2013 school year, to earn high school credit, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

Beginning with the 2012-2013 school year, to earn high school credit, a middle grades student must take the statewide, standardized Biology EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

Beginning with the 2013-2014 school year, a student's performance on the statewide, standardized Civics EOC assessment will constitute 30% of the student's final course grade in the Civics course.

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 (§1008.22, Fla. Stat.).

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

Florida Statute 1008.22 requires that End of Course (EOC) assessment results represent 30% of the student's final course grade for the following courses: Biology, Geometry, Algebra 1, United States History and Civics.

Beginning with the Spring 2018 EOC administration, the following grades will be assigned based on the results of the EOC and will be used to calculate the final course grade. EOC records of students actively enrolled in Volusia County Schools after July 1, 2018 were retroactively changed to reflect the below grade scale for all EOC's.

EOC Achievement Level	Grade Assigned for 30% calculation
Level 5 or Level 4	A
Level 3	B
Level 2	C
Level 1	D

Beginning with the 2019-2020 school year, courses with EOC's will be calculated by using the semester average calculation. EOC's count as 30% of the semester grades earned in the course. At the end of each semester, a student is issued a tentative semester grade. Once the EOC results are available, a letter grade is assigned to the student based on the student's score on the test. This letter grade is entered into the student's academic record and the student's grades for semester one and semester two are recalculated. The student's grade point average is then updated and credit in the course is awarded.

Students who took an EOC prior to the 2019-2020 school year may opt to retake any EOC for a higher course grade. The higher of the two assessments will be used to calculate the final course grade using the semester average formula.

The Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) was created for the purpose of allowing a student to earn high school credit in Algebra 1, Geometry, United States History, or Biology 1 or in any Advanced Placement course, if the student earns a Level 3 or higher on the statewide, standardized EOC assessment administered under § 1008.22, Fla. Stat. or on the College Board Advanced Placement Test. Volusia County Schools shall award course credit with no grade to a student who is not enrolled in the course, or who has not completed the course, if the student attains a Level 3 or higher on the corresponding statewide, standardized EOC assessment or on the Advanced Placement Test. Volusia County Schools permits a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment.

If a student fails an EOC or Advanced Placement course but attains a Level 3 or higher on the corresponding EOC or AP Test, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA

unless the student retakes the course and earns a “C” or above (§ 1003.4295, Fla. Stat.)

Remedial Strategies

Middle-grade students who score a Level 1 or Level 2 on the statewide, standardized English Language Arts assessment should be enrolled in and complete a remedial course.

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

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

STUDENT PROMOTION AND PROGRESSION THROUGH THE MIDDLE GRADES

Course Completion

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

- demonstrates satisfactory performance toward the state identified student performance standards/benchmarks as aligned with the adopted state standards/benchmarks for each course used to satisfy course requirements;
- teacher observation of student products indicating knowledge and teacher tests, can be used to determine student progress;
- demonstrates satisfactory progress on the uniform performance standards/benchmarks as aligned with the adopted state standards/benchmarks in each course as determined by teacher assessment as described above;
- pass each course based on the district adopted grade scale; and
- maintain attendance as prescribed by school board policy.

High School Credit

A student who successfully completes a high school course while in middle school may receive a middle school credit and a high school credit for that course. To receive high school credit, students are subject to the EOC requirements, as outlined in Section III, if applicable. Students that earn a C, D or an F in a high school course while in middle school may retake the course for grade forgiveness.

Promotion to the Next Grade Level

To be promoted, students must make satisfactory progress in at least four of seven courses per grade level to include at least three of the four core courses: English Language Arts, mathematics, science, and social studies.

Promotion to Grade 7

A sixth-grade student must have earned a final grade of “D” or better in at least four of seven courses to include three of the four core courses: English Language Arts, mathematics, science, or social studies.

Students who are retained and completely recover the failed course may have the opportunity for mid-year promotion as determined by the school principal or designee, subject to state statute, the rules of the State Board of Education, and/or the Volusia County School Board.

Promotion to Grade 8

A seventh-grade student must have earned a final grade of “D” or better in at least four of seven courses to include three of the four core courses: English Language Arts, mathematics, science, or social studies. Students who are retained and completely recover the failed course may have the opportunity for mid-year promotion as determined by the school principal or designee, subject to state statute, the rules of the State Board of Education, and/or the Volusia County School Board.

Promotion to Grade 9

In order to be promoted from grade 8 to grade 9, all middle school students must successfully complete the following in grades 6-8 with an overall grade of “D” or higher.

- 3 courses in English (Language Arts)
- 3 courses in Mathematics
- 3 courses in Science
- 3 courses in Social Studies (to include completion of one credit in civics)
- 1 course in Career Exploration and Planning (may be incorporated in a Core Content Area)

Beginning with the 2019-2020 School Year and thereafter, students in grades 6-8 must complete 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 comply with Florida Statute 1003.4156-General requirements for middle grades promotion.

Promotion/Change of Grade Placement During the School Year

A recommendation for promotion to the next grade during the year can be made by the principal or designee with final approval made by the District Change of Grade Level Committee, considering the recommendation of the classroom teachers and with the permission of the parent/guardian when the performance standards/benchmarks have been met.

On a semester basis, a recommendation for a change of grade placement to a lower grade during the school year can be made by the principal or designee, with final approval made by the District Change of Grade Level Committee, considering the recommendation of the principal or designee and classroom teachers, with the permission of the parent/guardian.

The student’s permanent record card and report card will reflect the change of grade placement. A conference with the parent/guardian must be offered prior to change of grade placement.

For students with disabilities, a case review by an ESE designee must occur before the District Change of Grade Level Committee meets. Input will be provided to the committee chair by the ESE designee after the review is complete. Once the District Change of Grade Level Committee determines the appropriate grade in which to place the student with disabilities, the IEP team will meet to discuss the level of service needed for such placement. This IEP meeting shall be facilitated by a District Placement Specialist.

ADMINISTRATIVE ASSIGNMENT AND RETENTION

Administrative Assignment in the Middle Grades

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

- It is determined that an ESE, ELL, or general education student exhibits a lack of proficiency in identified standards/benchmarks and expectations, even with allowable accommodations.
- A preponderance of the data demonstrates that retention of the student will have a negative impact on the student's academic progress.

Administrative assignments which exceed one grade level during any one school year must be approved by the District Change of Grade Level Committee. The principal or designee will conference with the student's parents/guardians and/or send written notification to the student's parents/guardians prior to the administrative assignment.

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

Retention in the Middle Grades

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

A student who is retained must receive an intensive program that is different from the previous year's program and takes into account the student's learning style. An appropriate alternative placement must be provided for a student who has been retained for two or more years.

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

Eighth Grade Students who did not successfully complete M.S. Promotion Requirements

Students in grade eight who do not successfully complete course work required to enter high school must receive individual counseling regarding their academic options before the close of the school year. This academic counseling must include information regarding summer remediation programs at a high school site, at the middle school, virtually, or some combination of these and/or other options.

Academic counseling must include contact with the parent(s) or guardian(s) of the student. A planning document describing options to which the student and family has agreed must be produced and maintained at the school site and shared with the appropriate high school. This plan must be progress monitored during the summer to determine if the student is making adequate progress on the remediation plan.

Promotion under Unique Circumstances

In limited, unique circumstances, a student may be promoted without meeting the specific assessment performance levels prescribed by the district and the state. Promotion may be recommended by a principal working with the Intervention Team or its equivalent if the student is able to demonstrate mastery of the Florida Standards/Benchmarks through alternate assessments with the preponderance of evidence indicating that the student's achievement is equivalent to the designated levels of performance for student progression.

Appeal Process

Parents/Guardians who wish to appeal the grade level placement decision should contact the principal or designee who will submit the required documentation to the District Change of Grade Level Committee.

DISTRICT GRADE SCALE AND QUALITY POINT VALUE

Grade	Grade Range	Points	Description
A	90-100	4.0	Outstanding Progress (Mastery)
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress (Proficiency)
D	60-69	1.0	Lowest Acceptable Progress
F	0-59	0.0	Does not get major concepts
I*			In progress toward grade level proficiency in skills and concepts.
WP			Any student who withdraws from a virtual course after 14 days will receive a WP if passing the course. The WP will be recorded in the student's academic history.
WF			Any student who withdraws from a virtual course after 14 days will receive a WF if failing the course. The WF will be recorded in the student's academic history.
<i>Letter grades reflect the student's level of academic achievement in a specific course.</i>			

Middle School Honor Roll Criteria

Honor roll designations will be determined using the following criteria:

- All “A” Honor Roll – 4.0 grade point average
- Honor Roll – 3.0 grade point average
- letter grades of D, F, or I are not permissible;

The information above aligns with the statement on the middle school report card.

GRADING PRACTICES

Weighted Categories in the gradebook will be set using the following calculation method:

- a. Diagnostic Assessments count 0%, therefore are not counted in the total grade.
- b. Formative Assessments count 40% of the total grade.
- c. Summative Assessments count 60% of the total grade.

A teacher may use their professional judgment to override the final grade if a student’s overall performance warrants it. A minimum proficiency level criterion for assessments is **70%** or higher as defined by Florida State Statute (§ 1003.437).

Multiple formative assessments in a 9-week period are recommended, and best practice indicates a minimum of 3 Summative Assessments should be given each quarter for each subject. If only 2 summative assessments are given in a quarter, then each of those assessments will be 30% of the students’ total grade. In no event should only 1 summative be administered.

Best practice is that if needed, one retake of Summative Assessments may be given as determined by the teacher, following remediation of the standards/benchmarks. If opting to use the same assessment as the retake, the assessment may NOT be reviewed with the student prior to the retake. If a student’s score on a retake is less than the original score, the higher score should be used.

Grades of “0” (zero) or “M” (Missing) should **not** be entered in advance of assigning work to students. “0” (zero) is used when the score on the assignment is a 0. “M” is used to indicate a missing assignment. Both will calculate as a 0 in the Gradebook. Nonacademic behavior (conduct, effort, and meeting deadlines for work submission) should be reported separately from achievement grade.

Section 4

9-12

High School Services

INSTRUCTIONAL DAY

Volusia County Schools has implemented a standards/benchmarks -based instructional approach reflecting state and local requirements. As expanded below, high school students are required to complete courses in the areas of: English Language Arts, mathematics, science, social studies, fine or practical arts, and physical education.

In addition, high school students must also take a course virtually and partake in eight elective courses above and beyond the required core courses. Specific information regarding the Florida Standards and Next Generation Sunshine State Standards are outlined in the GENERAL GUIDELINES section at the beginning of this progression plan. The complete standards/benchmarks can be found by visiting www.cpalms.org/public.

While complete graduation/credit requirements are expanded upon in subsequent sections, here are some general items of note based on high school requirements. Reviewing these general guidelines will be helpful in the transition to high school and also in understanding specific graduation requirements discussed later.

COMPREHENSIVE PROGRAM

Earning Credits

For the purpose of requirements for high school graduation, one full credit means a minimum of 135 hours of valid instruction in a designated course of study that contains student performance standards/benchmarks except as otherwise provided through the Credit Acceleration Program (CAP) under § 1003.4295(3), Fla. Stat.

The State Board of Education shall determine the number of post-secondary credit hours earned through Dual Enrollment, as specified in § 1007.271, Fla. Stat., that satisfy the requirements of the District's inter-institutional articulation agreement, as specified in § 1007.23, Fla. Stat., and that equal one full credit of the equivalent high school course identified, as specified in § 1007.271(6), Fla. Stat.

One-half credit means one-half the requirement for a full credit.

Credit is earned upon successful mastery of course performance standards/benchmarks requirements, Next Generation Sunshine State Standards, or Florida Standards as appropriate. In awarding credit for high school graduation, Volusia County Schools maintains a one-half credit earned system that includes courses provided on a full year basis.

Students enrolled in a full-year course receive one-half credit if they successfully complete either the first half or the second half of a full-year course but fail to successfully complete the other half of the course and the averaging of the grades obtained in each half do not result in a passing grade.

- A student enrolled in a full-year course shall receive 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.
- Students may not enroll in a semester long course for credit after the first grading period of the semester without approval from the Chief Academic Officer or designee.

- A grade will be issued for courses dropped after the first grading period of the semester unless waived by the Chief Academic Officer or designee.
- Any course listed in the district Program of Studies, as appropriate for grade 9 or above, may fulfill an elective credit for graduation. Remedial and compensatory courses may only be counted as elective credit.

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

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

Students must meet the district policies for attendance applied to the class in question for the purpose of grade averaging, homework, participation, and other indicators of performance.

The district will provide opportunities for students to make up missed instructional time or work for excused absences. In the event the student has not been in instruction for a minimum of 67.5 hours for a half-credit course, credit may still be awarded if the student demonstrated mastery of at least 70% of the district course performance standards/benchmarks.

HS Student grade level will be determined by graduation cohort year.

Teacher's Authority to Override Final Average

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

Course Substitutions and Waivers

- Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education, to include personal fitness. Interscholastic Sports Season 1 Waiver #1500410; Interscholastic Sports Season 2 Waiver #1500420; are to be used.
- Completion of one semester with a grade of "C" or better in marching band class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 Plan. The Marching Band Physical Education (PE) Waiver #1500440 is to be used.

- Completion of two years in a JROTC class shall satisfy the physical education and performing arts requirements. The student must still take the one-half credit requirement of Personal Fitness to complete the graduation requirement. JROTC PE Year 1 Waiver #1500450; JROTC PE Year 2 Waiver #1500460; and/or JROTC PE/Performing Arts Waiver #1500480 are to be used.
- Any 9 –12 career and technical education course can fulfill one credit in fine or performing arts, speech and debate, or career and technical education.
- A student who earns an industry certification, for which there is a statewide college articulation agreement, may substitute the certification for up to two math credits, except for Algebra 1 and Geometry. A student may also substitute the certification for one science credit, except for Biology. Requests for waivers should be sent directly to the . CTE Industry Certification Specialist. Waiver #1200998 or 1200999 is to be used for math and #2000999 is to be used for science.
- Completion of one semester with a grade of “C” or better in a dance class shall satisfy one-half credit in PE or one-half credit in Performing Arts. The student must still take a one-half credit of Personal Fitness to complete the graduation requirement. Dance Waiver #1500445 is to be used.
- A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra I and Geometry if the commissioner identifies the computer science credit as being equivalent in rigor to the mathematics credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit.
- A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I.
- A student who earns a computer science credit may substitute the credit for up to one credit of the science requirement, with the exception of Biology I, if the commissioner identifies the computer science credit as being equivalent in rigor to the science credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit.

The Standard High School 24 Credit Diploma Option

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

For students entering 9th grade in 2023-2024 and thereafter, the 24 credits shall be distributed as follows:

- Earning four credits in English Language Arts (ELA), which must include ELA I, II, III, IV or equivalent, applied, integrated, or accelerated courses, and passing the 10th grade statewide, standardized ELA assessment or earn a concordant score. Beginning in the 2026-2027 school year, students can only earn a concordant score for ELA if the alternate test is taken after their intended Grade 10 ELA PM3 test date.
- Earning four credits in mathematics, which must include one credit in Algebra 1 and one credit in Geometry. The statewide, standardized Algebra 1 and Geometry EOC assessments constitute 30% of the student’s final course grade. Earning course credit is no longer contingent upon passing the EOC assessments; however, passing the EOC is a graduation requirement for Algebra 1 or earning a comparative score.
 - Industry Certification courses that lead to college credit may substitute for up to two

mathematics credits (not including Algebra 1 and Geometry) but will not count for meeting State University System (SUS) admissions requirements.

- Earning three credits in science, which must include one credit in Biology 1, one credit in a physical science course, and one additional science laboratory course. The statewide, standardized Biology 1 EOC assessment constitutes 30% of the student's final course grade.
 - Industry certification courses that lead to college credit may substitute for up to one science credit (not including Biology 1) but will not count for meeting SUS admissions requirements.
- Earning three credits in social studies, which must include one credit in United States History, one credit in World History, one-half credit in United States Government, and one-half credit in Economics. The statewide standardized United States History EOC assessment constitutes 30% of the student's final course grade. Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education. Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required.
- Earning one-half credit in personal financial literacy.
- Earning one credit in fine or performing arts, speech and debate, career and technical education, or practical arts (applicable courses are identified in the course code directory).
 -
- Earning one-half credit in physical education to include integration of health and one-half credit in Personal Fitness.
- Earning seven and one-half credits in electives. School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his/her area of interest, such as electives with a Science, Technology, Engineering, and Mathematics (STEM) or liberal arts focus, and must include opportunities to earn college credit or certifications.
- <https://www.vcsedu.org/cte/industry-certifications>
- Students who score Level 1 or Level 2 on the statewide, standardized assessments in ELA and/or mathematics are encouraged to be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.
- A cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

Standard Diploma - 18 Credit ACCEL Diploma Option

The 18 credit ACCEL Diploma Option is a standard high school diploma option and requires the same core content requirements as the 24-credit standard high school diploma option. Students that opt for the 18 credit ACCEL option may have the option to graduate in 3 years.

For students entering 9th grade in 2023-2024 and thereafter, the 18 credits shall be distributed as follows:

- Earning four credits in English Language Arts (ELA), which must include ELA I, II, III, IV or equivalent, applied, integrated, or accelerated courses, and passing the 10th grade statewide, standardized ELA assessment or earn a concordant score. Beginning in the 2026-2027 school year, students can only earn a concordant score for ELA if the alternate test is taken after their intended Grade 10 ELA PM3 test date.
- Earning four credits in mathematics, which must include one credit in Algebra 1 and one credit in Geometry. The statewide, standardized Algebra 1 and Geometry EOC assessments constitute 30% of the student's final course grade. Earning course credit is no longer contingent upon passing the

EOC assessment; however, passing the EOC is a graduation requirement for Algebra 1 or earning a comparative score.

- Industry Certification that leads to college credit may substitute for up to two mathematics credits (not including Algebra 1 and Geometry) but will not count for meeting State University System (SUS) admissions requirements.
- Earning three credits in science, which must include one credit in Biology 1, one credit in a physical science course, and one additional science laboratory course. The statewide, standardized Biology 1 EOC assessment constitutes 30% of the student's final course grade.
 - Industry certification courses that lead to college credit may substitute for up to one science credit (not including Biology 1); but will not count for meeting SUS admissions requirements.
- Earning three credits in social studies, which must include one credit in United States History, one credit in World History, one-half credit in United States Government, and one-half credit in Economics. The statewide standardized United States History EOC assessment constitutes 30% of the student's final course grade. Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education. Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required.
- Earning one-half credit in personal financial literacy.
- Earning one credit in fine or performing arts, speech and debate, career and technical education, or practical arts (applicable courses are identified in the course code directory).
-
- Earning two and one-half credits in electives. School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his/her area of interest, such as electives with a Science, Technology, Engineering, and Mathematics (STEM) or liberal arts focus, and must include opportunities to earn college credit or certifications.
- Students who score a Level 1 or Level 2 on the statewide, standardized assessments in ELA and/or mathematics are encouraged to be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.
- A cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

Standard Diploma - 18 Credit CTE Pathway Diploma Option

The 18 credit CTE Pathway Diploma Option is a standard high school diploma option and requires the same core content requirements as the 24-credit standard high school diploma option. Students that opt for the 18 credit CTE option may have the option to graduate in 3 years.

For students entering 9th grade in 2023-2024 and thereafter, the 18 credits shall be distributed as follows:

- Earning four credits in English Language Arts (ELA), which must include ELA I, II, III, IV or equivalent, applied, integrated, or accelerated courses, and passing the 10th grade statewide, standardized ELA assessment or earning a concordant score. Beginning in the 2026-2027 school year, students can only earn a concordant score for ELA if the alternate test is taken after their intended Grade 10 ELA PM3 test date.
- Earning four credits in mathematics, which must include one credit in Algebra 1 and one credit in Geometry. The statewide, standardized Algebra 1 and Geometry EOC assessments constitute 30%

of the student's final course grade. Earning course credit is no longer contingent upon passing the EOC assessment; however, passing the EOC is a graduation requirement for Algebra 1 or earning a comparative score.

- Industry Certification that leads to college credit may substitute for up to two mathematics credits (not including Algebra 1 and Geometry) but will not count for meeting State University System (SUS) admissions requirements.
- Earning three credits in science, which must include one credit in Biology 1, one credit in a physical science course, and one additional science laboratory course. The statewide, standardized Biology 1 EOC assessment constitutes 30% of the student's final course grade.
 - Industry certification courses that lead to college credit may substitute for up to one science credit (not including Biology 1) but will not count for meeting SUS admissions requirements.
- Earning three credits in social studies, which must include one credit in United States History, one credit in World History, one-half credit in United States Government, and one-half credit in Economics. The statewide standardized United States History EOC assessment constitutes 30% of the student's final course grade. Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education. Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required.
- Complete two credits in career and technical education. The courses must result in a program completion and an industry certification.
- Earning one-half credit in personal financial literacy.
- Complete one and one-half credits in electives or work-based learning programs.
- Students who score a Level 1 or Level 2 on the statewide, standardized assessments in ELA and/or mathematics are encouraged to be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.
- A cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

International Baccalaureate Diploma (IB)

Students have the option of applying to the International Baccalaureate (IB) program at Spruce Creek High School and/or Deland High School during the early spring of their 8th grade year. Selected students will participate in a rigorous curriculum and will meet the outlined requirements for obtaining an IB diploma.

- **Students seeking to earn the IB Diploma** will have met graduation requirements with the successful completion of the IB curriculum including the Extended Essay, the Creativity Activity Service (CAS) project, and sitting for required examinations in six subjects.
- **Non-IB Diploma seeking students may take IB courses and corresponding IB exams and may earn an IB Certificate.**
- A student will receive high school credit based on the grade received in the IB class. Students who score a four or higher on the IB examination may also receive college credit from a college which accepts IB credits.
- All students enrolled in IB courses should be working toward an IB Diploma or Certificate. In order to earn an IB Diploma, the student must pass at least three high-level examinations and three standard-level examinations (for a total of six), complete 150 CAS hours, complete a Theory of Knowledge (TOK) course, and submit an acceptable Extended Essay.
- A qualified student may take the IB program of study in schools where it is offered. This course of

study may lead to the student earning both high school and college credit.

- IB students working toward an IB Certificate must fulfill all Standard Diploma graduation requirements.
- Receipt of an IB Diploma is accepted in lieu of all other requirements to earn the Florida Bright Futures Scholarship Program, **except for the required volunteer service hours and/or paid work hours as designated by the Bright Futures Scholarship Program.**
- IB students may request to take Advanced Placement (AP) examinations.
- Students who complete one or more IB courses may be eligible for an IB Certificate.
- A student enrolled in an AP, IB, or AICE course is required to take the corresponding examination. The examination fee will be paid by the district **for course-enrolled students.**

IB Curriculum

The IB Curriculum can best be displayed as a multi-layered circle with each of the six academic areas surrounding the core. Subjects are studied concurrently, and students are exposed to the two great traditions of learning – the humanities and the sciences. Candidates are required to select one subject from each of the six subject groups. Distribution requirements ensure that the science-oriented student is challenged to learn a World Language and the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher-level studies allows students to pursue areas of personal interest and to meet special requirements for university entrance. The six groups of study include:

- Group 1 Studies in Language and Literature; including the study of selections from World Literature;
- Group 2 Language Acquisition (Second Language);
- Group 3 Individuals and Societies (Social Sciences);
- Group 4 Sciences;
- Group 5 Mathematics
- Group 6 The Arts and Electives.

Assessment & Evaluation of Student Work

Judgments about the quality of students' work depend not only on internal assessment of coursework by school faculty over the four-year period, but also on external assessment and evaluation by a worldwide staff of more than 5,000 examiners led by chief examiners with international authority.

Unique Characteristics

The Diploma Program offers special features in addition to the traditional strengths of a liberal arts curriculum. These features make up the core of the IB Diploma Program.

Theory of Knowledge (TOK) – the key element in the IB educational philosophy. Theory of Knowledge is a required interdisciplinary course, intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the basis of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought

based on analysis of evidence expressed in rational argument. TOK seeks to unify academic subjects and encourage appreciation of other cultural perspectives.

Creativity, Activity, Service (CAS) – a fundamental part of the diploma curriculum. The CAS requirement acts as a balance to the demanding academic school program. Participation in theatre productions, sports and community service activities encourages students to share their energies and talents. The goal of educating the whole person and fostering a more compassionate citizenry becomes real as students reach beyond themselves and their books.

Extended Essay – diploma candidates are required to undertake original research and write an extended essay of some 4,000 words. This project offers students an opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at a university. Successful completion is also a very important part of a student's overall IB score.

Award of the IB Diploma

The award of the IB diploma requires students to meet defined standards/benchmarks and conditions including:

- Completion of the required sequence of courses in each of the six groups;
- Acceptable score on assessments in three or four subjects at the higher level;
- Acceptable score on assessment at the standard level in other subjects;
- Completion of an extended essay in one of the IB curriculum subjects;
- Completion of a course in Theory of Knowledge; and
- Completion of Creative, Action, and Service activities.

Students who fail to satisfy all requirements may be awarded a certificate for successful completion of examinations.

Cambridge AICE Diploma (Advanced International Certificate of Education)

Students have the option of applying to the Cambridge AICE program at Atlantic High School, Deltona High School, Mainland High School, New Smyrna Beach High School, Pine Ridge High School, Seabreeze High School, T. DeWitt Taylor Middle/High School, or University High School during the early spring of their 8th grade year. Selected students will participate in a rigorous curriculum and will meet the outlined requirements for obtaining a Cambridge AICE diploma.

Section 1003.4282, F.S., defines the options for earning a high school diploma stating that graduation requires successful completion of either a minimum of 24 academic credits in grades 9-12, an IB curriculum or an AICE curriculum. The AICE curriculum includes passing seven AICE courses and taking the corresponding seven AS or A Level end-of-course exams that, if passed, could lead to the award of an AICE Diploma.

To be awarded an AICE Diploma, students must earn a minimum of seven points by passing a combination of examinations at either A Level (counts for two points) or AS Level (counts for one point), as follows.

The AICE Diploma Core: AS Level Global Perspectives and Research (mandatory – pass the AS Level exam)

and six points from the following AICE subject group areas:

1. Mathematics and Sciences (minimum of one point)
2. Languages (minimum of one point)
3. Arts and Humanities (minimum of one point)
4. Interdisciplinary and Skills-Based (optional – maximum of two points)

The following combinations of points are valid for the AICE Diploma:

INSTRUCTIONAL POLICIES		NUMBER 307		
Point Combinations	A Level Exam(s) passed (2 points each)	AS Level Exam(s) passed (1 point each)	Cambridge International AS Level Global Perspectives & Research (9239) exam passed	Total
Option A	3	0	1	7 points
Option B	2	2	1	7 points
Option C	1	4	1	7 points
Option D	0	6	1	7 points

The Cambridge AICE Diploma is awarded at Distinction, Merit or Pass level depending on the passing grades earned on the AICE subject examinations. For Cambridge AICE exams, the passing letter grades range from A* (at A Level only) to E with A* being the highest. The lowest passing grade of E is comparable to a US course grade of C or a 3 on an AP examination. Students who do not qualify for a Cambridge AICE Diploma will receive AS or A Level General Certificate of Education (GCE) subject certificates for the subject examinations passed. Students who complete the Cambridge AICE curriculum will be provided with the best possible foundation for advanced postsecondary studies anywhere in the world.

AICE Diploma Award is awarded at three levels:

- Pass (140-249)
- Merit (250-359)
- Distinction (360 and higher)

Each assessment passing grade has a point value and the seven highest course grades will be added together to determine the AICE Diploma Award level. This Diploma Award is earned separate from the Florida High School Diploma Cambridge track.

Two credits study (A Levels)		One credits study (AS Levels)	
Grade	Points	Grade	Points
A*	140	-	-

A	120	A	60
B	100	B	50
C	80	C	40
D	60	D	30
E	40	E	20

- Receipt of a Cambridge AICE Diploma is accepted in lieu of all other requirements to earn the Florida Bright Futures Scholarship Program, **except for the required volunteer service hours and/or paid work hours as designated by the Bright Futures Scholarship Program.**
- Cambridge AICE students may request to take Advanced Placement (AP) examinations, if available.
- A student enrolled in an AP, IB or AICE course is required to take the corresponding examination. The examination fee will be paid by the district **for course-enrolled students.**

Cambridge AICE Exams and College Credits

Both Cambridge International AS and A Levels are considered college-level courses of study and students passing these examinations with a Cambridge grade of E or higher may receive up to 45 hours of college credit or advanced standing based on their scores in these examinations from universities throughout the United States and all public universities and colleges in Florida. Credit is typically awarded based on each subject and examination grade earned.

Standard High School Diploma Via ACCESS Courses

A Standard Diploma via Access Courses is available to a student with a disability for whom the IEP team has determined that the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills, and instruction in the Florida Standards Access Points is the most appropriate means of providing the student access to the general education curriculum. Credit requirements correspond to those required for the Standard High School -24 Credit Diploma and Standard Diploma - 18 Credit ACCEL Diploma Options described in previous sections, with additional options available for course substitutions and assessment waivers as outlined in Rule 6A-1.09963, Florida Administrative Code.

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

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

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

Scholar Designation

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

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the Geometry EOC
- Pass the Biology 1 EOC*
- 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

*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 score to earn college credit.

Industry Scholar Designation

In addition to the requirements of § 1003.4282, F.S., to earn the industry scholar designation, a student must satisfy the following requirement:

- Attain one or more industry certifications from the list established under 1003.492 F.S.

Early High School Graduation

Students have the option of early graduation if they meet the 24 credit graduation requirements set forth in 1003.4282 F.S. “Early Graduation” means graduation from high school in less than eight (8) semesters or the equivalent. Students who graduate early may continue to participate in school activities and social events and may attend and participate in graduation events with their cohort as if the students were still enrolled in high school.

Students will be included in class ranking, honors, and award determinations for their cohort. Cohort is defined as the group in which the student entered into the 9th grade. Students who graduate early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operation hours.

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 the Grade 10 statewide, standardized ELA assessment, may receive immersion English language instruction during the summer following their senior year.

Students in this situation may satisfy the Grade 10 ELA assessment graduation requirement through any of the following pathways:

Passage of the Grade 10 statewide, standardized ELA assessment; A concordant score on the SAT, ACT, or

CLT; or Satisfactory demonstration of grade-level expectations on formative assessments, in accordance with state board rule (Rule 6A-1.09422, F.A.C.), as provided under § 1003.433(3)(b), F.S.

GED Option

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

Performance Based Diploma Option

The Performance Based Diploma Option is offered only to high school students in DJJ programs who meet the following eligibility criteria:

- be 16 years of age, or older, and currently enrolled in a PK-12 program;
- be enrolled in courses that meet high school graduation requirements;
- be over age for grade, behind in credits, have low GPA, and are in jeopardy of not graduating with their cohort group;
- the class or peer group with whom they entered kindergarten is graduating, or has graduated;
- have a minimum seventh grade reading level;
- have acceptable scores on the official GED Ready Practice Test;
- has completed a minimum of three years in high school;
- be recommended by the school counselor and/or principal or designee; and/or have parent/guardian permission.

Adult High School

Volusia County Schools does not have an Adult High School program. Students transferring to Volusia County Schools from an Adult High School will be evaluated in the same way as students transferring from any other high school in Florida. Transfer credits through co-enrollment, as approved by the Chief Academic Officer or designee, will be accepted from the Adult High School Division of Daytona State College toward graduation from the Volusia County School District under the following conditions:

- a. These credits will be accepted for remedial purposes only.
- b. The courses have been approved by the VCS Chief Academic Officer.
- c. All other avenues for progression, for example, dual enrollment and summer school, must have been explored and rejected for good reason before a student is permitted to attend Adult High School.

Bright Futures Florida Gold Seal Vocational Scholar

The Gold Seal Vocational Scholar

(GSV) award is for students who want to pursue a vocational degree or certificate program. Instead of covering a percentage of tuition, the program pays a fixed amount per credit hour, which varies by program.

Students must have a minimum of 3.0 weighted GPA in non-elective high school courses; at least three full credits in career and technical education (CTE) courses; earned a minimum of 3.5 unweighted GPA in these CTE courses; and meet certain test scores on ACT, SAT, or PERT. *Eligibility requirements change each legislative session.*

Recipients can use the award toward an applied technology diploma, career certificate program or technical degree program (associate of applied science degree or associate of science degree).

Bright Futures Florida Gold Seal CAPE Scholar

Students who earn a minimum of 5 postsecondary credit hours through CAPE industry certifications that articulate for college credit and complete 30 volunteer service hours, 100 paid work hours, or a combination that equals at least 100 total hours qualify for a Bright Futures Gold Seal CAPE Scholars (GSC) award. *Eligibility requirements change each legislative session.*

Similar to the Gold Seal Vocational (GSV) program, recipients can use the award toward an applied technology diploma, career certificate program or a technical degree program (associate of applied science degree or associate of science degree). However, a recipient of a GSC award who completes a technical degree program may also receive additional funding to cover up to 60 credit hours toward an eligible Bachelor of Science degree or a Bachelor of Applied Science degree program.

ENGLISH LANGUAGE LEARNERS

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

1. ELL students must consistently be provided with all strategies, accommodations, and/ or modifications to curriculum, instruction, and assessments in all subject areas in order to make it comprehensible to the student at his/ her level of English language proficiency.

2. ELL students will receive grades based on their progress in acquiring English language skills and progress towards completion of the district's student progression plan. It is important for all English Language Learners to be given grades that reflect the work they are capable of completing for their English language proficiency level without penalty.

3. ELL students may not be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated and/ or modified (if necessary) to meet their language

needs and documentation of such strategies, accommodations, and/ or modifications (if necessary) are not available.

STUDENT ACCOUNTABILITY AND PROGRESS MONITORING

Like all students, high school students are required to participate in the statewide assessment program as designated by the Florida Department of Education. While broad-scope information regarding assessment is located within the GENERAL GUIDELINES section of the progression plan, below outlines the required statewide, standardized assessments for high school.

- **Florida Assessment of Student Thinking (FAST)** English Language Arts
- Algebra 1 EOC
- Geometry EOC
- State academic standards/benchmarks
- Biology 1 EOC
- U.S. History EOC

A student with a disability, whose IEP committee has determined eligibility for alternate assessment, will participate in the Florida Standards Alternate Assessments (FSAA) for ELA, Algebra 1, Geometry, Biology and U.S. History.

District Final Exams

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

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

No additional final cumulative examination may be administered in a course with a statewide, standardized **FAST**/EOC assessment, or AP/IB/AICE course assessment, unless a student does not take the corresponding AP/IB/AICE assessment.

State End-of-Course Assessments

Students enrolled in Geometry and Algebra 1, who participated in the FSA EOC assessment during the 2014-2015 school year, are exempt from the 30% requirement. This is due to the unavailability of EOC assessment results. Students who completed an EOC course after August 31, 2015, will have the EOC count for 30% of the final course grade.

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

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

If a student who entered 9th grade during 2011-2012 or thereafter from an accredited or non-accredited school that does not require an Algebra 1 EOC and has already been awarded credit for the course, he/she must take and score a Level 3 or higher on the Florida EOC or earn a concordant or comparative score as specified in Rule 6A-1.09422, F.A.C. in order to meet the graduation requirement.

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

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

Florida Statute 1008.22 requires that End of Course (EOC) assessment results represent 30% of the student's final course grade for the following courses: Biology, Geometry, Algebra 1, United States History and Civics.

Beginning with the Spring 2018 EOC administration, the following grades will be assigned based on the results of the EOC and will be used to calculate the final course grade. EOC records of students actively enrolled in Volusia County Schools after July 1, 2018, were retroactively changed to reflect the below grade scale for all EOC's.

EOC Achievement Level	Grade Assigned for 30% calculation
Level 5 or Level 4	A
Level 3	B
Level 2	C
Level 1	D

Beginning with the 2019-2020 school year, courses with EOC's will be calculated by using the semester average calculation. EOC's count as 30% of the semester grades earned in the course. At the end of each semester a student is issued a tentative semester grade. Once the EOC results are available, a letter grade is assigned to the student based upon the student's score on the EOC. This letter grade is entered into the student's academic record and the student's grades for semester one and semester two are recalculated. The student's grade point average is then updated and credit in the course is awarded.

Students who took an EOC prior to the 2019-2020 school year may opt to retake any EOC for a higher course grade. The higher of the two assessments will be used to calculate the final course grade using the semester average formula.

Remediation of Statewide Assessment Standards

District procedures will be followed to ensure student mastery/proficiency of performance standards/benchmarks required on the statewide assessments. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessments in English Language Arts, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. Students must obtain a level 3 or higher on the grade 10 ELA assessment or earn a concordant score on the SAT or ACT to meet state testing graduation requirements.

Intervention Guidelines

Students who score a Level 1 or 2 on the FAST ELA assessment may be placed in an intensive reading course with state approved instructional resources.

Assessment results are used to advise students of any identified deficiencies and to provide appropriate instruction. The District K-12 Reading Plan provides that students in grades 9 and 10 who score a Level 1

or Level 2 on the statewide, standardized assessment in ELA should be enrolled in, and complete, a remedial reading course. Students in grades 11 and 12 who score a Level 1 or Level 2 on the statewide, standardized retake assessment in ELA should be enrolled in, and complete, a remedial reading course or a content area course in which remediation strategies are incorporated into course content delivery.

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

Exceptions

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

DISTRICT GRADE SCALE AND QUALITY POINT VALUE

Grade	Grade Range	Points	Description
A	90-100	4.0	Outstanding Progress (Mastery)
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress (Proficiency)
D	60-69	1.0	Lowest Acceptable Progress
F	0-59	0.0	Does not grasp major concepts
I*			In progress toward grade level proficiency in skills and concepts.
WP			Any student who withdraws from a virtual course after 14 days will receive a WP if passing the course. The WP will be recorded in the student's academic history.
WF			Any student who withdraws from a virtual course after 14 days will receive a WF if failing the course. The WF will be recorded in the student's academic history.

Grading Practices

Weighted categories in the gradebook will be set using the following calculation method:

- Diagnostic Assessments count 0%, therefore are not counted in the total grade.
- Formative Assessments count 40% of the total grade.
- Summative Assessments count 60% of the total grade

A teacher may use their professional judgment to override the final grade if a student's overall performance warrants it. A minimum proficiency level criterion for assessments is **70%** or higher as defined by Florida Statute (§ 1003.437).

Multiple formative assessments in a 9-week period are recommended, and best practice indicates a minimum of 3 Summative Assessments should be given each quarter for each subject. If only 2 summative assignments are given in a quarter, then each of those assessments will be 30% of the students' total grade. In no event should only 1 summative be administered.

Best practice is that if needed, one retake of summative assessments may be given as determined by the teacher, following remediation of the standards/benchmarks. If opting to use the same assessment as the retake, the assessment may NOT be reviewed with the student prior to the retake. If a student's score on a retake is less than the original score, the higher score should be used. Grades of "0" (zero) or "M" (Missing) should **not** be entered in advance of assigning work to students. "0" (zero) is used when the score on the assignment is a 0. "M" is used to indicate a missing assignment. Both will calculate as 0 in the Gradebook. Nonacademic behavior (conduct, effort, and meeting deadlines for work submission) should be reported separately from achievement grade.

High School Grading Scale

Letter grades reflect the student's level of academic achievement on the course's performance standards/benchmarks. The following grade scale shall be used to determine a letter grade, and the following quality point system shall be used to determine grade point average for honor roll, rank in class, and honor graduates. The quality points are based on unweighted courses; Dual Enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, and Honors level courses receive an additional weighting. To determine a grade point average, the total number of equivalent quality points are added; then the sum is divided by the number of letter grades represented.

Note: Weighted courses have been awarded additional quality points due to their academic rigor.

Courses designated in the Florida Course Code Directory as AP, IB, AICE, and college courses taken through an approved Dual Enrollment program shall carry an additional 1.0 quality point value for computing cumulative weighted grade point average. Courses designated in the Florida Course Code Directory as Pre-International Baccalaureate, Pre-AICE, and honors courses, as well as courses designated by the superintendent or designee as honors and published in the district program of studies, shall carry an additional .5 quality point value for computing cumulative weighted grade point average.

The conduct grade shall be assigned on the basis of the following numerical designations:

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

High School Honor Roll Criteria

Honor roll recognition shall be based on the following criteria:

- current Grade Period GPA of 3.0 or higher, weights included;
- no letter grade of D, F, or I;

Rank in Class

A student's weighted GPA is used to determine rank in class in his/her cohort group. Cumulative weighted GPA is used to report student standing for all purposes, except for graduation requirements.

A student enrolled in Volusia County Schools with credits awarded from a home education program shall be eligible to be ranked with his/her cohort, only if a minimum of his/her last seven (7) credits have been earned through Volusia County Schools, unless approved by the superintendent or designee.

For the purpose of determining valedictorian and salutatorian, the rank in class average will be used. The rank in class average is the cumulative weighted average of all high school courses attempted, including grades for any repeated courses, calculated to the fourth decimal position (refer to Section III). The student with the highest rank in class average among his/her cohort group, based on the total number of credits, will be designated as the valedictorian and the student with the second highest rank in class will be the salutatorian.

A student is required to be enrolled in a school for a minimum of at least the last two (2) years and has no level III offense that resulted in out of school suspension, assignment to alternative education, or expulsion, or level IV offense in grades 11 or 12 and no offense related to academic dishonesty as identified in the Code of Student Conduct in order to be eligible for valedictorian or salutatorian honors. Additional honors designations shall be awarded as follows:

- Summa Cum Laude (with highest honors) 3.9 and higher
- Magna Cum Laude (with high honors) 3.7 – 3.8999
- Cum Laude (with honors) 3.5 – 3.6999

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

Grade Forgiveness

The forgiveness policy should be reviewed each semester to determine a student's eligibility for grade forgiveness but may also be forgiven on student request.

The forgiveness policy for required courses will be limited to replacing a grade of D or F, or their equivalent, with a grade of C or higher, or its equivalent, earned subsequently in the same or comparable course or courses.

High school courses taken in middle school may be retaken to forgive a grade of C, D, or F. The forgiveness policy for elective courses will be limited to replacing a grade of D or F, or their equivalent, with a grade of C or higher, or its equivalent, earned subsequently in another comparable course.

A comparable course is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE course code directory unless otherwise noted by the district.

- a. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
- b. A required course may be forgiven by a dual enrollment course of the same subject area and topic. This is considered a comparable course.

- c. A non-specific course requirement may be forgiven by another course of the same subject area. For example, physics may be forgiven by ecology.
- d. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. An elective course may be forgiven by another elective course taken subsequently.

If a student has multiple prior attempts at a course resulting in multiple grades of “D” or “F” and subsequently earns a grade of “C” or higher in the course, all prior attempts at passing that course can be forgiven for graduation purposes.

All attempted courses will be listed on the student’s transcript. Courses which have been forgiven will not be calculated in the student’s GPA for graduation or rank in class GPA.

Grade Point Average Assistance

Students whose cumulative unweighted grade point average is 2.5 or below will be identified at the end of each grading period. Strategies should be implemented at the school level identifying the assistance to be given to increase the student's GPA.

ACADEMIC PROGRAMS AND ACCELERATION OPTIONS

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

- Dual Enrollment
- Advanced Placement (AP)
- Cambridge Advanced International Certificate of Education (AICE)
- International Baccalaureate (IB)
- Career Academies
- Online Learning
- ACCEL Diploma
- CAP Opportunities
- Early Admissions
- Seal of Biliteracy Program

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

Upon notification of student/parent/guardian request for acceleration, the school counselor will meet with the student and parent/guardian to review student achievement data and academic performance in order to determine which option(s) a student may be eligible for. Upon confirmation of eligibility, the counselor, student, and parent/guardian will develop an individualized plan for acceleration. When appropriate, counselors, students and parents/guardians will complete the Declaration of Graduation Intent form.

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

Career and Professional Academies

A “Career Academy” is a career themed, research-based program that integrates a rigorous academic curriculum with an industry-specific career curriculum aligned directly to priority workforce needs established by the district workforce board. Career academies shall be offered by public schools and school districts. Students completing career academy programs must receive a standard high school diploma, the highest available industry certification, and opportunities to earn postsecondary credit if the academy partners with a postsecondary institution approved to operate in the state. Students wishing to enroll in one of the district’s academies will need to complete an application process and meet the criteria for acceptance into the academy.

Industry-certified career education programs, career academies, and career-themed courses shall be governed by the district’s strategic plan.

Advanced Placement Programs (AP)

A student may take AP courses within the subject areas offered at his/her high school. A student will receive high school credit based on the grade received in the AP class. Students who score a Level 3 or higher on an AP examination will receive high school credit for the course and may earn college credit from a college which accepts AP courses.

A student enrolled in an AP, IB, or AICE course is required to take the corresponding examination. The examination fee for course enrolled students will be paid by the district. A student not enrolled in an AP course may take the AP examination, provided the student informs the principal or designee before January 31st and pays the examination fee. Beginning with the 2016-2017 school year, students who score a Level 3 or higher on an AP exam will be granted high school credit for the course, regardless of their enrollment status in the course and/or course grade.

Students who complete an AP, IB or AICE course will receive an extra 1.0 weighting for their coursework.

Dual Enrollment

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

Students in grades 11 or 12 who have not yet earned passing scores on the Grade 10 ELA assessment and/or the Algebra 1 EOC assessment may not be permitted to dual enroll without principal or designee permission. Students will be encouraged to enroll in remediation courses to ensure graduation requirements have been met.

The number of credit hours earned through dual enrollment (that equals one full credit of the equivalent high school course) shall be determined in accordance with the rules and regulations of the State Board

of Education. There is no charge to dual-enrolled students for tuition or books. Guidelines for dual enrollment are included in the Daytona State College Dual Enrollment Articulation Agreement, which is updated annually.

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

- Students must be enrolled in grades 6-12 in a Volusia County school and must have an unweighted high school GPA of 3.0 or higher. Students who wish to enroll in vocational courses may dually enroll if they have a 2.0 or higher unweighted GPA.
- The course is academic or vocational in nature and may be applied toward a postsecondary degree or certificate.
- The principal or school counselor and the parent/guardian have given prior approval for student participation in the program.
- Students must maintain a minimum 3.0 unweighted high school GPA (2.0 for career/vocational) to continue in the dual enrollment program.
- Students must provide evidence of appropriate placement scores to participate in the dual enrollment program.
- There is no cost for the initial P.E.R.T attempt at Daytona State College (DSC). However, students who retake any portion of the test at DSC will be assessed a \$10.00 fee at the time of testing.
- Once enrolled in dual enrollment courses, students must maintain a minimum 2.0 cumulative unweighted college GPA.
- Students who are projected to graduate from high school before the scheduled completion date of a postsecondary course may not register for that course through dual enrollment. The students may apply to the post-secondary institution and pay the required registration, tuition, and fees if they meet the post-secondary institution's admission requirements under § 1007.263, F.S.
- Students who are considered a fifth-year senior are ineligible for the dual enrollment program. Students with deferred graduation will be evaluated on a case-by-case basis.
- Students who have completed the requirements for the college degree they are seeking may only continue in the dual enrollment program if they graduate with their major and admit under a new eligible program and may only take the courses required for that program.
- If a dual-enrolled student earns a grade of "W" "F" or "W1" in more than one semester, they will no longer be eligible to participate in dual enrollment courses. Exceptions may be granted in cases of extenuating circumstances, which must be submitted in writing with supporting documentation and submitted through the school counselor to Daytona State's Dual Enrollment Coordinator.
- Dual enrolled students may not attempt the same course at the college more than two times.
- Each time a student enrolls in a course and earns either a grade or a "W" (withdrawal) or "W1" (administrative withdrawal), on their DSC transcript it will be counted as an attempt at that course.

- Students who earn a “D” in a course but still meet the GPA requirements for both high school (unweighted cumulative 3.0) and college (cumulative 2.0), are permitted to repeat the course in which they earned the D grade; however, they may only enroll in that course during the following semester. Students can repeat the course during a full 15-week term or during an A term. If they earn a grade of “C” or better, they can continue in additional courses in the B term.
- Students who earn a grade of “D” during their first semester of dual enrollment are exempt from the college GPA requirement for that semester only. Students must meet the high school GPA requirement to repeat the course.
- Students who earn a grade of “F” or “W1” will be required to repeat the course in which they earned the “F” or “W1” grade during the subsequent semester. Students will not be permitted to take other courses during this semester. Students must have a 3.0 or higher unweighted, cumulative high school GPA, and meet the DSC 2.0 cumulative GPA requirement in order to repeat the course (students can repeat the course during a full 15-week term, or during an A term; if they earn a grade of “C” or better they can continue in additional courses during the B term).
- When repeating the course, the student must earn a “C” or better to be eligible to continue to participate in the dual enrollment program.
- Dual Enrolled students may not attempt the same course at the college more than two times.
- Students who are denied future dual enrollment opportunities due to college GPA, course withdrawal, or failing grades may file an appeal with the VCS Secondary School Counseling Specialist. Acceptable appeals may be based on student illness, family emergencies, or other extenuating circumstances that prevented the student from successfully completing the course(s). Documentation will be required, including the students’ plan to ensure future success.
- Grade Forgiveness applies when students repeat courses in which they earned grades of “D” or “F.” Students may not repeat courses in which grades of “C” or higher were earned. Once a course is repeated, the highest grade earned will count in a student’s GPA. Students should contact their intended transfer college/university to determine if they accept the grade forgiveness awarded by Daytona State College.
 - a. Students may lose the opportunity to participate in dual enrollment courses if they are disruptive to the learning process, such that the progress of other students or the efficient administration of the course is hindered.
 - b. All dual enrollment courses contained within the established dual enrollment agreement are governed by the VCSB postsecondary institution articulation agreements.
- Students will be required to use college-ready test scores through the ACT/PreACT, CLT, SAT/PSAT 10 or NMSQT and all three sections of the P.E.R.T for qualifying scores for dual enrollment. Students may not use ACT NCR as qualifying scores for the dual enrollment program. For College Credit (A.A degree, A.S. degree, A.S. degree), qualifying ACT, CLT, SAT, and P.E.R.T scores are as follows:

ENC 1101

- ACT: Reading ≥ 19 , English ≥ 17
- CLT: Sum of Verbal Reasoning & Quantitative Grammar/Writing Sections ≥ 38
- SAT: Critical Reading ≥ 24 , Writing ≥ 25 (2-digit); Reading ≥ 490 (3-digit)
- P.E.R.T: Reading ≥ 106 , Writing ≥ 103

MAT 1033

- ACT: Math ≥ 19
- CLT: Quantitative Reasoning ≥ 16
- SAT: Math ≥ 24 (2-digit); ≥ 480 (3-digit)
- P.E.R.T: Math 114

MAC 1105

- ACT: Math ≥ 21
- SAT: Math ≥ 26.5 (2-digit); ≥ 530 (3-digit)
- P.E.R.T: Math 123-134

MAC 1140, MAC 1114, STA 2023

- P.E.R.T: Math 135-144

MAC 2233, MAC 2311

- P.E.R.T: Math 145-150

Alternative methods to common placement tests. Pursuant to § 1008.30, Florida Statutes., Florida College System institutions may use alternative methods as established by the State Board of Education in lieu of the common placement tests to assess student readiness for college-level work in communication and computation. DSC will recognize scores and grades on additional alternative methods as valid for placement purposes for a minimum of two years. DSC shall accept scores on the public high school transcript in addition to official score reports from the issuing entities as an official record.

Early Admissions

When the following conditions are met, the student is eligible for the early admissions program:

- Six semesters of full-time secondary enrollment have been completed. All required courses, except electives, one credit in English Language Arts, one-half credit in Economics, and one-half credit in American Government must have been successfully completed.
- The student has been accepted by a postsecondary regionally accredited college or university.
- 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.
- When the following conditions have been met, students may be awarded a high school diploma with their class or at a convenient time following the graduation of that class:
 - a. The student has completed enough college credits to equal two semesters as determined by the college of attendance, with a normal class load, and with at least a C average or its equivalent.

- b. The district has received written documentation from the college of attendance covering the college work.
 - c. A college English course consisting of two semesters, a college Economics course consisting of one semester, and a college American Government course consisting of one semester has been successfully completed.
- A student in the early admissions program shall not be ranked in his or her high school graduating class.
- An early admissions student may be funded under dual enrollment when the following criteria are met:
 - a. Pursuant to s. 1007.271 and 1007.272, F.S., a student accepted for early admission may be funded under dual enrollment if all of the early admission conditions are met and the appropriate articulation agreement exists between the Volusia County School District and the post-secondary institution. The Volusia County School District has articulation agreements with Daytona State College, the University of Central Florida, and the University of Florida. A dual enrollment articulation agreement is completed and submitted annually to the Department of Education by the Florida College System.
 - b. Only the courses required to obtain a high school diploma may be counted and funded as dual enrollment.

Florida Seal of Biliteracy

Beginning with the 2016–2017 school year, students earning a standard high school diploma are eligible to receive the Florida Seal of Biliteracy, which recognizes high school graduates who have attained a high level of proficiency in one or more languages in addition to English. An appropriate insignia shall be affixed to the student's diploma and noted on their transcript, as follows:

Gold Seal of Biliteracy ("G" on transcript): Student has earned Level 4 or higher on the Grade 10 ELA FAST assessment, and either: (1) four credits in the same world language with a cumulative 3.0 GPA or higher; (2) a sufficient score on a state-approved standardized assessment; or (3) a portfolio demonstrating language proficiency at the Advanced Low level or higher (ACTFL Proficiency Guidelines) for languages without approved assessments.

Silver Seal of Biliteracy ("S" on transcript): Student has earned either: (1) four credits in the same world language with a cumulative 3.0 GPA or higher; (2) a sufficient score on a state-approved standardized assessment at the Intermediate level; or (3) a portfolio demonstrating language proficiency at the Intermediate-Mid level or higher (ACTFL Proficiency Guidelines) for languages without approved assessments.

Dropping/Transferring from Honors or Advanced Courses

If a student is enrolled in an honors, AP, IB or AICE full credit course, the student may only drop the course within the first ten class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- a grade of D or F,
- completion of a parent/guardian conference,
- regular and consistent attendance,

- demonstration of the student seeking consistent academic assistance, and/or
- principal or designee permission.

If a student is enrolled in an honors, AP, AICE or IB half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- a grade of D or F,
- completion of a parent/guardian conference, regular and consistent attendance,
- demonstration of the student seeking consistent academic assistance, and/or principal or designee permission.

A written appeal may be taken into consideration by the school principal. The final decision regarding the dropping of courses beyond the deadline is granted only by the school principal.

Dual Enrolled students must adhere to Daytona State Colleges drop/add withdrawal timeline.

Service Learning and Volunteer Services

High school students may receive one half-credit (for each 75 hours served) in a voluntary public service elective course (0500370) or in a voluntary school/community service course (2104330). For both programs, students are required to complete a Community Services Plan that describes the social problem being serviced, the plan for personal involvement and a final evaluation of the service experience. A maximum of one credit may be earned for community service.

Service hours are not a requirement for graduation. However, it is a requirement for the Bright Futures scholarship and must be completed after the 8th grade promotion. Non-credit volunteer hours:

- a. Must have pre-approval from the Certified School Counselor and/or designee.
- b. Can only be earned at a non-profit institution as well as education institutions.
- c. Must be submitted by May 30th of each school year.

PARTICIPATION IN GRADUATION

The high school graduation ceremony is an event to celebrate students who have successfully met the academic requirements for graduation. Therefore, all graduating seniors must complete all senior clearance procedures prior to participating in graduation ceremonies. Students who have completed all requirements for a standard diploma will be permitted to participate in the graduation ceremonies at the school in which they are enrolled provided all financial obligations are satisfied. In addition, to participate in the graduation ceremony, the student is required to attend graduation practice.

Seniors who have completed the following are permitted to participate in graduation ceremonies:

- completed all graduation requirements;
- have a final course grade of a “D” or higher in an EOC course but are waiting on an EOC test score to finalize the EOC course grade; and/or
- are earning a Volusia County Schools High School Diploma.

A student's diploma will be held until official scores from the Department of Education are received for all End of Course Exams.

Students who graduate early but have not participated in a graduation ceremony will be permitted to participate in the graduation ceremony of their cohort.

In the event of the death of a Volusia County High School student in Grade 12 prior to the completion of all state requirements for graduation, the parent(s)/guardian(s) will receive an **honorary** diploma in the name of the student. If the student had completed all of the state graduation requirements prior to his/her death, the parent(s)/guardian(s) will receive the diploma earned.

Seniors are permitted to wear their United States military uniform in lieu of the traditional graduation attire to their graduation ceremony upon written request.

Section 5 K-12

Exceptional Student Education Services

ELIGIBILITY

The Volusia County School District provides programs for students in **Pre-K-12** with the following exceptionalities:

- Autism Spectrum Disorder
- Orthopedic Impairments
- Developmental Delay (**0-9**)
- Dual-Sensory Impairments
- Established Conditions (0-2)
- Gifted
- Hospital/Homebound
- Language Impairments
- Deaf or Hard of Hearing
- Other Health Impairment
- Emotional/Behavioral Disabilities
- Specific Learning Disabilities
- Speech Impairments
- Traumatic Brain Injury
- Visual Impairments
- Intellectual Disabilities

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

ESE Programs Pre-K –12

Students with disabilities are provided a continuum of placements and services based on individual student needs (Rule 6A-6.0311, F.A.C.). Adopted state standards for elementary, middle, and high apply to all students with disabilities with supports according to their IEP.

Pre-Kindergarten (Pre-K)

Pre-kindergarten students with disabilities shall meet the relevant entrance requirements specified for kindergarten students as outlined in Section I. Consistent with rules adopted by the State Board, children with disabilities who have attained the age of three years shall be eligible for admission to public special education programs and for related services under rules adopted by the school board.

Children three through five years of age who meet the criteria for eligibility specified for intellectual disabilities; speech impaired; language impaired; deaf or hard of hearing; visually impaired; orthopedically impaired; other health impaired; traumatic brain injury; emotional or behavioral disabilities; specific learning disability; homebound or hospitalized; dual sensory impaired; autism spectrum disorder; or developmentally delayed are eligible for special services.

ESE STUDENTS' PARTICIPATION IN THE STATEWIDE ASSESSMENT PROGRAM

Students with disabilities are expected to participate in the statewide, standardized assessment program. However, 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, in accordance with s. 1008.212, F.S. Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. Some instructional accommodations may not be permissible on statewide, standardized assessments, and will be noted as such in a student's IEP. Students using instructional accommodations in the classroom that are not allowed on a statewide assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student's abilities.

In order to be eligible to receive a standard high school diploma, students must attain a Level 3 or higher on the Grade 10 statewide, standardized ELA assessment and/or Algebra 1 EOC as outlined in Section IV of the Student Progression Plan.

ESE Waivers for the Grade 10 Statewide, Standardized ELA Assessment

Any waiver of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), must be approved by the parent/guardian and is subject to verification for appropriateness by an independent reviewer selected by the parent/guardian, at his/her sole expense, as provided for in s. 1003.572, F.S.

A student with a disability as defined in s. 1007.02(2), F.S., for whom the IEP committee determines that the Grade 10 statewide, standardized ELA assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, may have the results of the Grade 10 statewide, standardized ELA assessment requirement of s. 1003.4282, F.S., waived for the purpose of receiving a standard high school diploma.

The student must:

- be identified as a student with a disability, as defined in s. 1007.02(2), F.S.;
- have an active IEP;
- have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation; have taken the Grade 10 statewide, standardized ELA assessment with appropriate allowable accommodations at least once; and be progressing toward meeting the state's credit/course and cumulative GPA requirements and any other district requirements for graduation with a standard diploma as described in s. 1003.428(1), F.S. or, F.S.

Under s. 1003.428(2)(b)2.c. & d. and 1008.22(3)(c)4., F.S., a student who has not passed the Grade 10 statewide, standardized ELA assessment must participate in remediation.

If the Grade 10 statewide, standardized ELA assessment waiver eligibility is denied, the student may remain in school until age 22, or until the student meets the criteria for a standard diploma by passing the Grade 10 statewide, standardized ELA assessment (if student selects this option, he/she must take remedial courses and retake the Grade 10 statewide, standardized ELA assessment at least once per year); or exit with a certificate of completion.

EOC Assessment Waivers

A student with a disability as defined in s. 1007.02(2), F.S., for whom the IEP committee determines that the Algebra 1 EOC cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, may have the results of the Algebra 1 EOC requirement waived for the purpose of receiving a standard high school diploma.

A student with a disability, as defined in s. 1007.02(2), F.S. for whom the IEP committee determines that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the EOC assessment results waived for the purpose of determining the student's course grade and credit as required in paragraph (4)(a) of s. 1003.428(8)(b)2, F.S.

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

- be identified as a student with a disability, as defined in s. 1007.02(2), F.S.;
- have an active IEP;
- have taken the EOC with appropriate allowable accommodations at least once; and
- have demonstrated achievement of the course standards/benchmarks.

Florida Standards Alternate Assessment

The decision that a student with a significant cognitive disability will participate in the statewide, standardized alternate assessment is determined by the IEP team and documented on the IEP. The following criteria must be met:

- The student has a significant cognitive disability.
- Even with appropriate and allowable instructional accommodation, assistive technology, and/or accessible educational materials, the student requires modifications to the grade-level general state content standards/benchmarks pursuant to Rule 6A- 1.09041, F.A.C.
- The student requires extensive direct instruction in academic areas of English Language Arts, mathematics, social studies, and science academics based on the Florida Standards Access Points in order to acquire, generalize, and transfer skills across settings.

The IEP for students who will participate in alternate assessment must reflect rationale for alternate assessment and identify the Florida Alternate Assessment (**FAA**) as the assessment to be used. The parent/guardian must sign consent in accordance with Rule 6A-6.0331(10), F.A.C., prior to instruction in Florida Access Points participation in the alternate assessment.

Participation in the **FAA** does not mean that students are exempt from meeting appropriate state adopted standards/benchmarks and/or Access Points in accordance with the course in which they are enrolled. Satisfactory performance towards the identified state standards/benchmarks may be determined by teacher observation of student products indicating knowledge, teacher tests, and other teacher and district developed methods. The student must obtain a level 3 or higher on the **FAA** ELA 2 Assessment and the Access Algebra 1 EOC to meet graduation requirements, unless assessment results are waived in accordance with Section 1008.22(3)c, F.S.

Once determined by the IEP committee to be eligible for alternate assessment, the IEP committee may determine that the **FAA** Datafolio is the most appropriate form of the assessment to use. The **FAA**-Datafolio is designed to address the needs of a small population of students who typically do not have a formal mode of communication and may be working at pre-academic levels. Student work is aligned to pre-determined standards/benchmarks and submitted via an online portfolio system during the collection periods throughout a school year. Scoring outcomes are designed to show progress along a continuum of access to academic content via reduced levels of assistance and increased accuracy.

ACCOMMODATIONS FOR ESE STUDENTS

Accommodations may be provided for students identified as disabled in accordance with state or district testing program guidelines and as indicated on the student's IEP. Students using instructional accommodations in the classroom that are not allowable as accommodations on the statewide, standardized assessments, and/or EOC assessments may be eligible to have the requirement waived pursuant to the requirements of s. 1003.4282(10), F.S. Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. Students using instructional accommodations in the classroom that are not

allowed on a statewide, standardized assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student's abilities.

Accommodations to general education courses shall not include modifications to the curriculum frameworks or student performance standards/benchmarks. When providing accommodations to career and technical education courses, the particular outcomes and student performance standards/benchmarks, which a student must master to earn credit, must be specified on the student's IEP.

Instructional accommodations are allowable in the classroom if included in a student's IEP and are provided so that students with disabilities can access information and demonstrate what they know and are able to do.

The IEP team shall determine which strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's IEP.

PROMOTION

Determination of the appropriate progression for a student with a disability will be based on a preponderance of data to be gathered by the student's teacher, including IEP progress. The exceptional education teacher and/or the general education teacher has the responsibility to gather the preponderance of data to determine each student's level of performance and ability to function academically at the next grade level. Preponderance of data will be submitted for review by the principal or designee and the District Change of Grade Level Committee. For additional information regarding approved programs of study for students served in exceptional student education, refer to School Board Policy 303.

ADMINISTRATIVE ASSIGNMENT

A student with disabilities who is enrolled in exceptional education programs and who fails to complete program requirements may be administratively assigned up to 8th grade. No student may be administratively assigned based solely on age or other factors that constitute social promotion. Administrative assignment shall be based

on procedures set forth in the General Procedures for Administrative Assignment, Sections I and II.

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

GRADUATION REQUIREMENTS

During the IEP review for students with disabilities, which occurs just prior to entry into ninth grade or in the year prior to the student's 14th birthday, whichever comes first, a written description of diploma options and requirements shall be presented to the student and parent/guardian. The student and parent/guardian will annually indicate, during the IEP meeting, the diploma pathway the student wishes to pursue during the IEP meeting. The long-range implications of diploma selection shall be discussed with the student and parent/guardian prior to selection of the diploma type.

A student who wishes to change the diploma pathway to be pursued may do so at any time through the IEP review process. A student who elects to change diploma type must meet all requirements for graduation for that diploma. A student with disabilities who graduates with a standard high school diploma is no longer entitled to a free and appropriate public education (FAPE). A student with a disability who meets the standard high school diploma requirements in FS 1003.428(10)(c), F.S., may defer the receipt of a standard high school diploma if the student: has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and is enrolled in accelerated college credit instruction pursuant to s. 1007.27, F.S., 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.

Standard High School Diploma

Beginning with students entering high school in the 2014-2015 school year, a parent/guardian of the student with a disability shall, in collaboration with the IEP team during the transition planning process pursuant to s. 1003.5716, declare an intent for the student to graduate from high school with a standard high school diploma

Standard High School Diploma via Access Courses

A Standard High School Diploma via Access Courses is available to a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills, and instruction in the Florida Access Points is the most appropriate means of providing the student access to the general education curriculum. Credit requirements correspond to those required for the Standard High School -24 Credit Diploma and Standard Diploma- 18 Credit ACCEL Diploma Options described in previous sections, with additional options available for course substitutions and assessment waivers as outlined in Rule 6A-1.09963, Florida Administrative Code.

Standard High School Diploma via Academic and Employment Competencies

A student whose IEP team has determined mastery of academic and employment competencies is the most appropriate way to demonstrate skills must complete a minimum number of graduation requirements, including the number of course credits established in SBE rule. Documentation of successful employment for the number of hours per week specified in the student's employment transition plan, equivalent of one semester, and payment of a minimum wage in compliance with the requirements of the Federal Fair Labor Standards Act is also required. There must also be documented evidence of achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.

DEFERMENT OF RECEIPT OF A STANDARD HIGH SCHOOL DIPLOMA

A student with a disability who meets the Standard High School Diploma requirements may defer the receipt of a Standard High School Diploma if the student:

- has an IEP that prescribes special education, transition planning, transition services, or related services through age 21; and
- is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar Designation requirements, or a structured work study, internship, or pre-apprenticeship program.

SECTION 6

APPENDIX

Standard Diploma Requirements

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

What are the diploma options?

Students must successfully complete one of the following diploma options:

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

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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 1
- U.S. History

Special note: 30 percent is not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

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
- elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 1.5 credits in work-based learning programs
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, Career & Technical Education, or Practical Arts is not required

24 Credit Standard Diploma**4 Credits ELA**

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

- 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

- One of which must be Biology 1
- One credit in a physical science course (Earth/Space, Physical Science, Chemistry or Physics)
- One credit in equally rigorous science course Industry
- Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** credit may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

- 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***

- To include the integration of health

7.5 Elective Credits

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the Florida Course Code Directory.

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

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all 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

*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 score to earn college credit.

Merit Industry Scholar Diploma Designation

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

What are the additional graduation options for students with disabilities?

Two additional options are 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 significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the 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 end-of-course assessment without enrollment in the course. The courses include:

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

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

**Please note that AP European History, 2109380, satisfies the World History diploma requirement and Bright Futures Criteria.*

State University System (SUS)

Admission into Florida's public universities 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 above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

State University System of Florida

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 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. Many 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 successfully earn 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.

<i>International Baccalaureate Diploma Graduation Requirements</i>	
Subject	24-Credit Program
English Language Arts (ELA)	4 credits with major concentration in composition, reading for information, and literature (must attain passing scores on the Grade 10 statewide, standardized ELA assessment as identified for individual cohort groups) Two courses must be in IB English
Mathematics	4 credits in mathematics, one of which must be Algebra 1 (usually taken in 8 th grade), one of which must be Geometry, and one of which must be Algebra 2 (Algebra 1 EOC constitutes 30% of the final course grade; student must pass the Algebra 1 EOC to earn a standard diploma; Geometry EOC constitutes 30% of the final course grade) One course must be a two-year IB math course Refer to Cohort group for specific statewide, standardized EOC assessments
Science	3 credits to include 1 credit in Biology (Biology EOC constitutes 30% of the final course grade). Two courses must be in IB science Refer to Cohort group for specific statewide, standardized EOC assessments
Social Studies	4 credits to include IB Theory of Knowledge and two IB social studies courses
World Languages	3 credits to include one course in IB foreign language
Fine and Performing Arts, Speech & Debate, or Practical Arts	Not required for IB Diploma candidates
Physical Education	Not required for IB Diploma candidates
Electives and other requirements	7 credits in electives and 1 credit in additional content area; 1 credit in additional content area requirement. 150 hours of Creativity, Activity, and Action Service (CAS). Submit an Extended Essay. Sit for required examination in six subject areas**
Total	26 credits
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale
Special Note: EOC, End of Course Assessment; AP, Advanced Placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate. **In order to earn an IB Diploma, the student must pass at least three higher level examinations and three standard level examinations.	

Standard Diploma via Access Courses (24 Credits) Grad Plan 76 <i>A Standard Diploma via Access Courses is available only to students with significant cognitive disabilities who meet eligibility requirements, and whose parent/guardian have given consent for alternate assessment and Access Points instruction.</i>	
4 Credits English Language (ELA)	
• Access English 1, 2, 3, 4 • May substitute a CTE course with content related to English for English IV*	
4 Credits Mathematics	
• Must include Access Algebra 1* and Access Geometry* • May substitute a CTE course with content related to mathematics, as long as above math credits are earned*	
3 Credits Science	
• 1 Access Biology, plus two equally rigorous courses* • May substitute a CTE course with content related to science, as long as a Biology credit is earned*	
3 Credits Social Studies	
• 1 Access World History • 1 Access US History* • .5 credit Access US Government • .5 credit Access Economics • May substitute a CTE course with content related to social studies, except US History*	
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts **	
1 Credit Physical Education, including a health component	
• May use Access HOPE	
.5 Personal Finance Literacy	
7.5 Elective Credits	
Students must earn a 2.0 grade point average and pass statewide assessments unless a waiver of assessments is granted by the IEP team. *Course includes an End of Course (EOC) Exam. EOC's constitutes 30% of final course grade FLDOE CTE course substitutions: http:// www.fl DOE.org/core/fileparse.php/7571/urlt/CTEsubstitutions.pdf. ** FLDOE Practical Arts courses: http://www.fl DOE.org/core/fileparse.php/7746/urlt/1718PAcourses.pdf. Access courses may be repeated, for up to two credits.	
18-Credit ACCEL Option Grad Plan 73	
• 2.5 electives (instead of 7.5) • Physical Education is not required • All other requirements for a Standard Diploma via Access Courses must be met	

ABCD Schedule High School: Standard Diploma via Access Courses (Multi VE and VE Modified)			
Schedule A 2027-2028	Schedule B 2028-2029	Schedule C 2029-2030	Schedule D 2026-2027
Access Geometry – 7912065	Access Algebra 1 - 7912075	Access Geometry - 7912065	Access Algebra 1 - 7912075
Access Physical Science— 7920022	Access Biology - 7920015	Unique Skills or elective course, as needed	Access Earth/Space Science - 7920020
Access World History - 7921027	Access US History - 7921025	(1/2) Access Economics – 7921020	Access HOPE (Health Opp. Through Phys. Ed.) - 7915015
		(1/2) Access US Government - 7921015	
Self Determination - 7963140	Self Determination - 7963140	Self Determination - 7963140	Self Determination - 7963140
		(1/2 credit) Access Personal Finance & Money Management - #7921023	(1/2 credit) Access Personal Finance & Money Management - #7921023 (2026-2027 only)
Access English 1 – 7910120 (9) Access English 2 – 7910125 (10)		Access English 3 – 7910130 (11) Access English 4 – 7910135 (12)	
One of the following: Career Preparation -7980110 Career Experience -7980120 Supported Competitive Employment -7980150			
One or more of the following: Unique Skills: Independent Functioning 9-12 – 7963160 Unique Skills: Social & Emotional 9-12 – 7963070 Unique Skills: Communication 9-12 – 7963150 Fine/Performing Arts course (Access or general education course) General Ed Elective(s)			

TRANSITION Schedule (FAPE) (for students who have met diploma requirements and are deferring receipt of the diploma)
Preparation for Adult Living (3-4 periods) - 7963010
Career Experience (3-4 periods) – 7980120
Or, Supported Competitive Employment (3-4 periods) - 7980150

INSTRUCTIONAL POLICIES		NUMBER 307	
2BACCEL Option (18) via Academic and Employment Competencies			
Subject Area	Credits	Courses	Assessment Requirements
English/LA	4	English 1 English 2 English 3 English 4 (or any 9-12 course with EN subject area)	Proficient Score on the 10 th Grade ELA FAST *
Math	4	Algebra 1 Geometry 2 other Math credits (Any 9-12 course with MA, A1, GE or A2 subject area)	Proficient score on the Algebra 1 EOC assessment*
Science	3	Biology One Physical Science (Earth/Space, Physical Science, Chemistry, or Physics) One Equally Rigorous Science Course	Participation in Biology EOC assessment; Results on Biology EOC assessment contribute 30% to final course grade*
Social Studies	3	World History (9-12 course with WH subject area) U.S. History Economics (0.5 credit) U.S. Government (0.5 credit)	Participation in U.S. History EOC assessment; Results on U.S. History EOC assessment contribute 30% to final course grade*
Arts	1	Fine or performing arts, speech and debate, or practical arts	
Electives	2	Career Preparation Career Experience Self-Determination Other ESE CTE courses General Education Electives	
Employment	1	Career Placement or Supportive Competitive Employment (SCE)	<u>Employment Requirements:</u> 1. Abide by Fair Labor Standards Act 2. 18 consecutive weeks of employment 3. Workers' Compensation and Liability Insurance is required <u>Employment Documentation:</u> An Employment Transition Plan must be created and signed by the student, parent/guardian, teacher, and employer. It is separate and apart from the Individual Education Plan (IEP). <u>Career Placement:</u> 1. Training Agreement 2. Time Cards 3. Training Plan 4. Career Placement Report Card <u>Supportive Competitive Employment (SCE):</u> 1. Training Agreement 2. SCE Monthly Student Evaluation 3. Time Cards 4. SCE Parental Permission and Consent

INSTRUCTIONAL POLICIES			NUMBER 307
			5. SCE Student Referral
GPA	Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale		
*For those students whose performance on statewide standardized assessments (FAST/EOC) does not meet satisfactory/passing scores and/or results in a negative impact on course grade, the student's IEP team may determine that the results are eligible to be waived. **Course substitutions: A qualifying CTE course (one that includes content related to the specific academic area) may be substituted for one credit of courses NOT in bold (i.e., bolded courses may not be substituted.)			

3BStandard Diploma (24-Credit) via Academic and Employment Competencies			
Subject Area	Credits	Courses	Assessment Requirements
English/LA	4	English 1 English 2 English 3 English 4 (or any 9-12 course with EN subject area)	Proficient Score on the 10 th Grade ELA FAST *
Math	4	Algebra 1 Geometry 2 other Math credits (Any 9-12 course with MA, A1, GE or A2 subject area)	Proficient score on the Algebra 1 EOC assessment*
Science	3	Biology One Physical Science (Earth/Space, Physical Science, Chemistry, or Physics) One Equally Rigorous Science Course	Participation in Biology EOC assessment; Results on Biology EOC assessment contribute 30% to final course grade*
Social Studies	3	World History (9-12 course with WH subject area) U.S. History Economics (0.5 credit) U.S. Government (0.5 credit)	Participation in U.S. History EOC assessment; Results on U.S. History EOC assessment contribute 30% to final course grade*
Arts	1	Fine or performing arts, speech and debate, or practical arts	
Personal Fitness	0.5	Personal Fitness	
Physical Education	0.5	Any 9-12 course with PE subject area	
Electives	7	Career Preparation Career Experience Self-Determination Other ESE CTE courses General Education Electives	

INSTRUCTIONAL POLICIES		NUMBER 307
Employment	1	Career Placement or Supportive Competitive Employment (SCE) <u>Employment Requirements:</u> 4. Abide by Fair Labor Standards Act 5. 18 consecutive weeks of employment 6. Workers' Compensation and Liability Insurance is required. <u>Employment Documentation:</u> An Employment Transition Plan must be created and signed by the student, parent/guardian, teacher, and employer. It is separate and apart from the Individual Education Plan (IEP). <u>Career Placement:</u> 5. Training Agreement 6. Timecards 7. Training Plan 8. Career Placement Report Card <u>Supportive Competitive Employment (SCE):</u> 1. Training Agreement 2. SCE Monthly Student Evaluation 3. Timecards 4. SCE Parental Permission and Consent 5. SCE Student Referral
Online Course	1 course within the 24 credits***	
GPA	Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale	
*For those students whose performance on statewide standardized assessments (FAST/EOC) does not meet satisfactory/passing scores and/or results in a negative impact on course grade, the student's IEP team may determine that the results are eligible to be waived. **Course substitutions: A qualifying CTE course (one that includes content related to the specific academic area) may be substituted for one credit of courses NOT in bold (i .e., bolded courses may not be substituted.)		

Student Name _____ Date _____
Alpha Code _____ Date of Birth _____
Current Grade _____ Age _____
School Name _____ Current Grade Level _____
Is student currently identified as gifted? ____ If not, is gifted eligibility suspected? ____
If gifted suspected, date of referral: _____
*not "required" for subject area acceleration
Specific Reason for Request: (Please print)

INSTRUCTIONAL POLICIES	NUMBER 307	
Documentation to Support Request: (Attach supporting documentation, i.e., copy of statewide, standardized assessment scores, online course grades, teacher recommendation, parent/guardian conference notes, etc.)		
Acceleration Plan and Timeline: (Develop an Individual Acceleration Plan that addresses the specific needs, goals, and objectives for identified student. Include timeline and progress monitoring dates.)		
Special Circumstances That Should Be Noted: (optional)		
Conference Dates: _____		
<i>Student will adhere to school and district policies regarding attendance, behavior, and extracurricular activities.</i>		
Student Signature _____ _____	Date _____ _____	Parent/Guardian Signature _____ _____

Middle School Acceleration Plan Performance Contract

Student Name _____ Date _____
 Alpha Code _____ Date of Birth _____
 Current G.P.A. _____ Age _____
 Current Grade Level _____ School Name _____
 Is student currently identified as gifted? _____ If not, is gifted eligibility suspected? _____
 If gifted suspected, date of referral: _____

Student's Specific Reason for Request: (Please print)

Documentation to Support Request: (Attach supporting documentation, i.e., copy of statewide, standardized assessment scores, online course grades, teacher recommendations, parent/guardian conference notes, etc.)

Acceleration Plan and Timeline: (Develop an Individual Acceleration Plan that addresses the specific needs, goals, and objectives for identified student. Include timeline and progress monitoring dates.)

Middle School Courses Completed: (Attach documentation regarding middle school coursework that has already been completed or that is currently in progress.)

Conference Dates: _____

Student will adhere to school and district policies regarding attendance, behavior, and extracurricular activities.

Student Signature Date

Parent/Guardian Signature Date

Counselor Signature Date

Principal/Designee Signature Date



**4B Credit by Exam Request Form
Credit Acceleration Program (CAP)**

Student Name: _____

ALPHA: _____

Current School of Enrollment: _____

Grade: _____

Exam to be taken for course credit, check all that apply:

- ☐ Algebra I End-of-Course Exam
- ☐ Biology End-of-Course Exam
- ☐ Advanced Placement (AP) Exam

- ☐ Geometry End-of-Course Exam
- ☐ U.S. History End-of-Course Exam
- ☐ Civics End-of-Course Exam

If you selected Advanced Placement (AP) Exam, please indicate which exam(s) you are requesting to take.

My signature below indicates that I understand my student will be participating in the exam(s) selected above. High school credit will be awarded for the course if my student scores a Level 3 or higher.

Parent/Guardian Signature

Print Name

Date

My signature above indicates that I understand that I will be participating in the exam(s) selected above. If I score a Level 3 or higher, I will earn high school credit for the course(s) associated with the exam(s).

Parent/Guardian Signature

Print Name

Date

This form must be completed nine weeks prior to the start of the testing window for an EOC and must be completed by January for an AP Exam. Upon completion of this form, the school counselor should give a copy of this completed form to the school-based testing and/or AP testing coordinator.

Counselor Signature

Print Name

Date

Original document: Student's cumulative folder

Copies: parent/guardian; school-based testing coordinator; district testing coordinator

Scale scores for FAST ELA and Math assessments can be found <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>

Scale scores for End of Course Assessments can be found <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>

2026-2027 MS Progression

Grade Level	Option 1 and Criteria	Option 2 and Criteria	Option 3 and Criteria	Assessment and Cut Score
Incoming 6th Graders	Level 1 and 2 go to 6 th Grade Regular	Level 3 and Low Level 4 go to Grade 6 th Accelerated. Scale Score 222 - 239	High Level 4s and all 5s go to Grade 6 Honors Scale Score 240-285	FAST Math Grade 5
6th Grade Regular	Level 1 and 2 go to 7 th Grade Regular	Level 3 go to 7 th grade Accelerated with Support	Level 4 and 5 go to 7 th Grade Accelerated With Support	FAST Math Grade 6
6th Grade Accelerated	Level 1 and individually reviewed level 2 students go to 7 th Grade Regular	Level 2 students that have been individually reviewed go to 7 th Grade accelerated with monitoring and support	Level 3, 4 and 5 go to 7 th Grade Accelerated	FAST Math Grade 6
6th Grade Honors students take grade 6 PM	Level 1 and 2 go to 7 th Grade Accelerated with Support	Level 3 and Low Level 4 go to 7 th Grade Accelerated Scale Score 229-246	High Level 4 and 5 go to Algebra I Scale Score 247+	FAST Math Grade 6
7th Grade Regular	Level 1 and 2 go to Pre Algebra	Level 3, 4 and 5 go to Algebra I With Support and Monitoring		FAST Math Grade 7
7th Grade Accelerated Math (Will take 8th grade PM)	Level 3 go to Algebra I with support	Level 4 and 5 go to Algebra I in Grade 8		FAST Math Grade 8
8th Grade Prealgebra	Level 1s go to Algebra IA in HS	Level 2s go to Algebra I In HS with support	Level 3 and above go to Algebra I	FAST Math Grade 8
Algebra I 7th Graders	Level 1s and 2s and no quality point will be individually reviewed at the district level and go to Pre-Algebra or Algebra I or Geometry in 8 th Grade with support based on historical data	Level 1 and 2 AND quality point will be individually reviewed at the district level and either repeat Algebra I or go to Geometry in 8 th Grade with support based on historical data	Level 3s and above take Geometry	BEST Algebra 1 EOC

2026-2027 HS Progression

Incoming 9th Graders that were in Pre-Algebra in 8th Grade	Level 1s go to Algebra IA	Level 2 go to Algebra I with monitoring and support	Level 3 and above go to Algebra I
Incoming 10th Graders from Algebra IA	All Algebra IA go to Algebra I		

**Any request for adjustment of math progression for individual students will first be reviewed by school based on historical data trends for each student and will require district level approval.*

Dual Enrollment DOE and DSC Articulation Agreement Language

DOE Language

Three credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed in the high school subject area equivalency list shall be awarded at least 0.5 high school credit either as an elective or subject area credit as determined by the local school district.

Daytona State College/Volusia County Schools Articulation Agreement

Three credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed in the high school subject area equivalency list shall be awarded 0.5 high school credit. Credit for dual enrollment courses will be awarded as established by the Florida Department of Education and listed in the dual enrollment course-High School Subject Area Equivalency List (Appendix A). All college credit courses not included on this list will be awarded .5 elective credits on the high school transcript.

Electives

Courses under this category are identified as post-secondary general education core subject area (GE courses), but do not fulfill a core high school subject area requirement.

Links for the High School Subject Area Equivalency List (Appendix A)

<https://www.fldoe.org/policy/articulation/dual-enrollment-agreements.shtml>

Process for responding to inquiries:

School-Based will review inquiries regarding articulation agreement language

District will review any remaining inquiries after school-based appeals process is completed

5. **Is the course a prerequisite to another course in the SCNS?**
6. **Does the course meet the Gordon Rule requirement?**
7. **Does the course have an associated lab built in?**
8. **Do the course learning objectives meet or exceed those covered in a similar high school course?**

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