

STUDENT PROGRESSION PLAN

2011-12 SCHOOL YEAR



FLAGLER COUNTY PUBLIC SCHOOLS

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INTRODUCTION

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

A school district student progression plan (SPP) is required by Florida Statute 1008.25 and must reflect the statutory intent that each student's progression from one grade to another be determined by criteria that reflect the student's proficiency in the Sunshine State Standards and established, specific levels of proficiency in reading, writing, science, and mathematics. The SPP is a contract delineating what a student must know and be able to do to be promoted and graduate and what the district will do to help the student meet the requirements for promotion and graduation. The purpose of the SPP is to present to school personnel, parents, students, and other interested citizens the board rules and administrative procedures required to implement state and local student progression requirements.

It is the responsibility of the school board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Students are responsible for learning, regularly attending school and classes, and actively engaging in instruction. Parents are responsible for their children's attendance, for promoting an interest in learning, for sending their children to school each day rested, fed, and ready to learn and for ensuring their children's proper conduct while at school. The principal is responsible for creating and maintaining required records and reports and for providing leadership for instruction that meets the needs of all children. Teachers are responsible for providing effective instruction and remediation, documenting instruction, and documenting students' mastery of the Sunshine State Standards.

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

APPROVED

By the Flagler County School Board on September 20, 2011

Members:
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Colleen Conklin
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Signed:

Sue Dickinson, Board of Education Chair

Janet Valentine, Superintendent

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K-12 GENERAL INFORMATION

ATTENDANCE (S. 1003.33)

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

COMMUNICATION ABOUT PROGRESSION (S.1003.33)

The School Board shall annually report the progress of students toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics and on the results of each statewide assessment test. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, and district and state assessment. Progress reporting will be provided to the parent in writing in a format adopted by the School Board. Report Cards will include the following: 1. The student's academic performance in each class or course in grades 1 through 12 based on examinations as well as written papers, class participation, and other academic performance criteria; 2. The student's conduct and behavior; 3. The student's attendance, including absences and tardiness; and 4. The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

The School Board will annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- A. The provisions of S. 1008.25 relating to public school student progression and School Board Policies and Procedures on student retention and promotion.
- B. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.
- C. By grade, the number and percentage of all students retained in grades 3 through 10.
- D. Information on the total number of students who were promoted from grade 3 for good cause, by each category of good cause as specified in Florida Statute.
- E. Any revisions to School Board Policy on student retention and promotion from the prior year.

Each student who does not meet minimum performance standards defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school.

ENGLISH LANGUAGE LEARNERS

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

ENTRANCE TO SCHOOL DISTRICT

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

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

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

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

Any student entering the public school system from outside the United States and home schooling will be placed by a combination of criteria. Details can be found in the level-specific sections of this plan.

EXCEPTIONAL STUDENT EDUCATION

Students who are suspected of needing the specialized instruction services offered by the Exceptional Student Education Program will follow the approved procedures as outlined in the Response to Intervention Procedures and Florida Administrative Rules for referral, evaluation, staffing and placement policies of the District. Every attempt will be made to ensure the student referred for Exceptional Student Education placement has had adequate opportunities to succeed in regular education. For students with academic learning problems, the general education interventions must include the use of a progress monitoring plan and the provision of remedial instruction for a reasonable period of time.

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

Each student identified as exceptional under the Gifted Category is required to have an educational plan (EP) that must outline instructional services, goals and benchmarks. Progress monitoring is documented in the same manner as it is students in general education.

Details are in the Exceptional Student Education section of this Student Progression Plan for additional information.

GRADE PLACEMENT: FOREIGN STUDENTS (SBER 6A 1.0985)

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

A foreign student without educational documentation shall be initially assigned to an elementary, middle, or senior high school based on the following criteria:

- A. The age of the student as of September 1 of the school year shall be the official age used to determine the appropriate school level for placement.
- B. Students will be assigned to schools according to chronological age as follows:
 - 5-10 years elementary school
 - 11 years elementary or middle school depending on the grade configuration of the school the student is attending
 - 12-13 years middle school
 - 14 years middle or senior high depending on the grade configuration of the school the student is attending
 - 15 or older senior high school
- C. A notarized statement indicating completion of a particular grade level from the student's parents(s), guardian(s), a school official from the student's native country or from the student, if an adult, may be submitted to the principal of the receiving school.

- D. Special care should be exercised to ensure that a student's limited English proficiency is not a factor to be considered in determining grade placement. Ultimately, grade placement is the responsibility of the principal in cooperation with the professional staff of the school.

GRADING SYSTEM

The grading system reflects a student's independent progress towards mastery of the Next Generation Sunshine State Standards or Common Core Standards. Teachers are responsible for communicating their individual procedures to students and parents at the beginning of the year.

HOMELESS CHILDREN: EDUCATIONAL OPPORTUNITIES (S. 1003.01, 1003.22)

Homeless children must have access to a free public education and must be admitted to school in the school district in which they or their families live. The Flagler County School District shall assist homeless children to meet the requirements of statute as well as local requirements for documentation.

MILITARY PERSONNEL: EDUCATIONAL OPPORTUNITIES FOR DEPENDENT CHILDREN OF ACTIVE MEMBERS (S. 1003.05)

It is the policy of the district to provide educational opportunities for dependent children whose parent(s) was a resident of the district at the time such parent entered a branch of the United States Armed Forces. In accordance with state law and rule, the district will expedite the placement of such students including any special services to which they may be entitled. Dependent children of active-duty military personnel who otherwise meet the eligibility criteria for special academic programs, including charter schools, magnet schools, advanced studies programs, advanced placement, dual enrollment, and International Baccalaureate, will be given first preference for admission to such programs.

NOTIFICATIONS TO PARENTS/GUARDIANS (S. 1002.20, 1008.25)

Families of students with identified reading deficiencies will be immediately notified of this reading problem.

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

- A. An annual report that indicates student progress toward achieving district expectations for proficiency in reading, writing, science, and mathematics
- B. Notification at any time during the grading period when there is a significant change in the student's achievement, effort and/or conduct
- C. Notification that an English Language Learner (ELL) student who has been receiving services in the ESOL program for less than one year and who has been recommended for exemption by the ELL committee may be exempted from standardized achievement and assessment tests (More detail is in the District ELL Plan.)

- D. Notification when an English Language Learner (ELL) is recommended for testing in a separate room with the English for Speakers of Other Languages (ESOL) teacher acting as test administrator (More detail is in the District ELL Plan.)
- E. Notification that students with disabilities will receive a statement of the student's progress toward (IEP) annual goals and the extent to which that progress is sufficient to enable the student to achieve goals by the end of the school year. The number of notifications per year is identified in the student's IEP. Parents of students with disabilities will be informed of progress at least as often as parents are informed of their non-disabled student's progress.

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

PROGRESSION OF STUDENTS

Promotion and retention of students is addressed within the appropriate program section of this policy. It is expected that all students will make progress annually and demonstrate appropriate reading and mathematical ability sufficient to move to the next grade level or to graduate in a timely manner. No student at any grade level may be assigned to a grade level based solely on age or other factors that would constitute social promotion. An appropriate intervention program will be provided for a student who has been retained. The District, in consultation with school staff, will determine the nature of the intervention program.

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

RESOURCES FOR INTERVENTION

- Reading: The state-approved District K-12 Reading Plan can be found as an addendum on the District website.
- Mathematics: Any student who is identified as having a deficiency in mathematics as defined by their performance on FCAT will receive intervention specific to their needs.
- Specialized teacher training, materials, accommodations and support are offered to students with disabilities and to students whose native language is not English according to board-adopted plans, policies, and procedures approved by the State of Florida Department of Education as having a sufficient research base to hold promise for success with special populations.

VIRTUAL INSTRUCTION PROGRAM (S. 1002.45)

A full-time district Virtual Instruction Program (VIP) is available to K-12 students.

A. Grades K-5:

1. FLVS-FT (formerly Connections Academy): Students who are residents of Flagler County may enroll in the district VIP program if they meet at least one of the

following conditions:

- a. The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program surveys.
- b. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
- c. The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year; or
- d. The student is eligible to enter kindergarten or first grade.

B. Grades 6-12: iFlagler (a franchise of Florida Virtual School)

1. District-enrolled and home-schooled students part-time or full-time
2. (S. 1002.37) Each 4th and 5th grade student who scores at Level 4 or Level 5 on FCAT Reading or FCAT Mathematics has the option to take middle school courses through iFlagler or Florida Virtual School.

Students in grades 6-12 may also take courses through Florida Virtual School (FLVS).

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

District-enrolled students taking high school courses through iFlagler or FLVS will earn credit that will be transferred to their district high school record. Diplomas for district-enrolled students are issued through the home-zoned school.

iFlagler is considered a school of choice. By enrolling in a school of choice, a child's Individual Education Plan (IEP) becomes inactive. This means that the special education or related services that were provided to a child at his or her previous school of enrollment will not be provided to him/her at iFlagler.

High school students who take classes through iFlagler off-campus as part of their regular class schedule will have the off-campus privilege rescinded if they become behind pace or they are failing the course after the grace period ends. They will then be required to continue in the school iFlagler lab.

ELEMENTARY SCHOOL: K – 6 GRADE PROGRESSION

AREAS OF STUDY

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

- Language Arts (reading, literature, listening, critical observation, speaking, writing and language)
- Mathematics
- Science
- Social Studies
- Physical Education and Comprehensive Health Education (to include Human Growth and Development, and Alcohol and Substance Abuse Prevention)
- Art
- Music

The areas of study above in grades 1-5 may be modified to meet an individual student's academic needs.

Areas of Study which are not course specific, but are supported by state statute, will be integrated into the curriculum: multi-cultural education, Holocaust education, technology, patriotism, critical thinking skills, and character education.

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

ASSESSMENT AND INTERVENTION

Each student must participate in statewide assessment tests required by statute. Each student who does not meet district or state specific levels of performance may be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need, and must be provided a Progress Monitoring Plan (PMP).

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

ASSESSMENT: PARTICIPATION IN STATEWIDE PROGRAMS (S. 1008.25)

The Florida Kindergarten Readiness Screening (FLKRS) shall be administered to each kindergarten student within the first thirty school days.

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

- A. Students with an active Individual Education Plan (IEP) for whom alternate assessment has been identified on the IEP

- B. English Language Learners who have received services for one year or less, and who have been recommended for exemption by the ELL committee. In this instance, alternate assessments must be identified.

ASSESSMENT: READING (S. 1008.25, S. 1002.20)

Each school must regularly assess the reading ability of each Kindergarten through Grade 6 student.

Any student who exhibits a substantial deficiency (one year or more below grade level) in reading, based upon school district determined or statewide assessments conducted in Kindergarten through Grade 6, or through teacher observations, may be given reading instruction intervention following the identification of the reading deficiency.

The parent of any student who exhibits a substantial deficiency (one year or more below) in reading must be immediately notified in writing of the following: (1) that his or her child has been identified as having a substantial deficiency in reading; (2) the exact nature of the reading difficulty; (3) a description of the current services that are provided to the child; (4) a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency; and (5) that the reading intervention will continue until the deficiency is corrected; (6) that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempted from retention for good cause.

Where previous assessments have determined that a student has a substantial deficiency in reading, the student's reading proficiency may be reassessed by school-determined assessments or through teacher observations at the beginning of the next school year.

ATTENDANCE: SEE K-12 GENERAL INFORMATION

COMMUNICATION ABOUT PROGRESSION: SEE K-12 GENERAL INFORMATION

ENGLISH LANGUAGE LEARNERS: SEE K-12 GENERAL INFORMATION

ENTRANCE TO SCHOOL DISTRICT: SEE K-12 GENERAL INFORMATION

ENTRANCE TO FIRST GRADE (S. 1003.21)

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

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

ENTRANCE TO KINDERGARTEN (S. 1003.21, S. 1003.22)

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

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

ENTRANCE TO PRE-KINDERGARTEN EARLY INTERVENTION PROGRAM (S. 1003.31)

Children who will have attained the age of 3 years on or before September 1 of the school year are eligible for admission to pre-kindergarten early intervention programs during that school year or a preschool program as provided in Florida Statutes.

EXCEPTIONAL STUDENT EDUCATION: SEE K-12 GENERAL INFORMATION AND THE ESE SECTION OF THIS STUDENT PROGRESSION PLAN

GRADE PLACEMENT: HOME EDUCATION STUDENTS

A. Kindergarten – First Grade

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

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

B. Second Grade – Sixth Grade

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

1. The principal or a designee shall evaluate the student’s portfolio or other evidence of achievement, including standardized tests that the student has taken.
2. Students shall be required to validate their current course or grade placement through satisfactory completion of academic work within four weeks of placement. Placement may be changed.
3. In no instance shall the grade placement be automatic, based solely on the recommendation of the home education instructor.
4. If no portfolio is presented, the school will administer a cumulative reading test and a cumulative math test to determine placement. A passing score is required to place student in the next grade level.

GRADE PLACEMENT: FOREIGN STUDENTS: SEE K-12 GENERAL INFORMATION

GRADING SCALE

The following grading system shall be used for grades 1-6 to indicate progress towards mastery of the Sunshine State Standards in language arts, reading, mathematics, science, and social studies.

Grading Scale – Grades 1-6

100-90 (A)=Outstanding

89-80 (B)=Above Average

79-70 (C)=Average

69-60 (D)=At Risk

0-59 (F)=Failing

Wheel classes will use S (satisfactory), N (needs improvement), and U (unsatisfactory).

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

- + Mastery of current grade level expectations
- + Meeting current grade level expectations
- Developing current grade level expectations
- Struggling to meet current grade level expectations
- Below current grade level expectations

GRADING SYSTEM

Daily work and homework are considered practice exercises and count less than quizzes or tests. Any daily work assignment or homework assignment with a D or F grade should be redone to bring that score up to a C, as well as to master the skill or concept.

HOMELESS CHILDREN: EDUCATIONAL OPPORTUNITIES: SEE K-12 GENERAL INFORMATION

HOMEWORK

Homework is an integral factor in fostering the academic achievement of students. Regular homework provides opportunities for developmental practice, drill, the application of skills already learned, development of independent study skills, enrichment activities, and self-discipline. Homework provides reinforcement and extension of class instruction. Homework is not to be assigned as punishment for students for disciplinary reasons.

Responsibility for homework and the amount assigned should gradually increase for students in grades 1 through 6. Homework assignments for exceptional students and other special needs students should reflect the goals and objectives of their individual educational plans.

Principals will be responsible for:

- Communicating the District guidelines on homework to staff members, students, and parents/guardians
- Reviewing the District homework guidelines with the total school staff
- Encouraging parents/guardians to communicate with the school if they feel student's homework assignments are excessive or not sufficiently challenging to the student
- Monitoring the implementation of the homework guidelines
- Emphasizing reading as an integral part of the school's homework policy

Teachers will be responsible for:

- Teaching independent study skills
- Making specific assignments
- Checking, reviewing, evaluating, and/or grading student homework, according to the teacher's individual methods, in keeping with a system that is clearly explained to the class
- Giving feedback on homework assignments in a timely manner
- Making instructions related to homework clear and providing guided practice when appropriate
- Encouraging students to devote 30 minutes daily beyond their homework assignments to reading
- Timely communication with parents regarding homework assignment concerns

Students will be responsible for:

- Completing assigned homework as directed
- Returning homework to the teacher by the designated time
- Submitting homework assignments which reflect careful attention to detail and quality of work
- Devoting at least 30 minutes to reading beyond the homework assignment

Parents/Guardians will be responsible for:

- Taking an active role in the child's performance in school through encouragement and support of the child in the completion of the child's homework assignment, but not to include performing the child's work
- Supporting the school in regard to students being assigned homework
- Requesting assignments for student in advance, when possible, for short term absences
- Reading to or encouraging students to read for a period of at least 30 minutes each day in addition to any other assigned homework
- Timely communication with the teacher regarding homework assignment concerns

It is understood that it is not the parent's/guardian's responsibility to have to give a great deal of assistance to the student in completing homework. Parents or other family members should, however, make every effort to read to students who cannot read on their own during the assigned homework period.

HOMEWORK: FREQUENCY AND QUANTITY OF ASSIGNMENTS

Each school, when implementing this homework policy, should consider these guidelines as daily averages:

Grade Level	Frequency of Assignments	Total Daily Average (All Subjects - not to exceed)
K-1-2	Daily (5 days a week)	30 minutes
3-4-5-6	Daily (5 days a week)	45 minutes

Note: These times do not reflect the additional 30 minutes that are to be devoted to reading.

HONOR ROLL IDENTIFICATION

District honor roll students will be identified in grades 1-6 using the following criteria:

- A. Principal's Honor Roll: A's in all core subject areas
- B. A/B Honor Roll: A's and B's in all core subject areas

LATE WORK

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

MAKE-UP WORK

Student will have one day for each day absent from the day he/she returns to school to complete any work missed due to their absence. Work submitted after the opportunity period may be assigned a grade of zero. Extenuating circumstances will be considered on an individual basis.

MILITARY PERSONNEL: EDUCATIONAL OPPORTUNITIES FOR DEPENDENT CHILDREN OF ACTIVE MEMBERS: SEE K-12 GENERAL INFORMATION

NOTIFICATIONS TO PARENTS/GUARDIANS

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

- A. Notification of all state-wide and district-wide tests at the elementary level; includes Florida Comprehensive Assessment Test (FCAT) for Writing (grade 4), Florida Comprehensive Assessment Test (FCAT) for Science (grades 5), FCAT Reading and Mathematics (grades 3-6), G-MADE (grades 1-2).
- B. Notification when the student does not meet proficiency levels on statewide assessments in reading, writing, and mathematics and the opportunity to meet with school officials to develop an individualized Progression Monitoring plan to assist the student in meeting the expectations of proficiency.
- C. Additional notifications can be found in the General Information section of this document.

PHYSICAL EDUCATION (S.1003.455)

Each elementary school will provide 150 minutes of physical education each week for students in kindergarten through grade 5 and for students in grade 6 who are enrolled in a school that contains one or more elementary grades so that on any given day during which physical

education instruction is conducted there are at least 30 consecutive minutes per day. This requirement shall be waived for a student who meets one of the following criteria:

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

PROGRESS MONITORING PLAN (S. 1008.25)

When required and in consultation with the parent, the school must develop and implement a PMP designed to assist the student in meeting state and district expectations for proficiency.

If the student is identified as having a deficiency in reading, the PMP shall identify the student's specific areas of weakness. The PMP shall also identify the desired levels of performance in the student's specific areas of weakness and the instructional and support services to be provided to meet the desired levels of performance. Schools shall provide frequent monitoring of the student's progress.

The Florida Comprehensive Achievement Test (FCAT) is not the sole determiner of promotion. Schools will also consider additional assessments, observations, classroom work, and other district and state assessments. If the documented deficiency has not been remediated in accordance with the PMP, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment test in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met.

Parents will be notified that the child has not met the proficiency level required for promotion. This notification will include proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

The school will provide reading instruction interventions for those students who are at risk of retention as identified by the state measures of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

PROGRESSION OF STUDENTS: SEE K-12 GENERAL INFORMATION

PROMOTION

A. Promotion to the Next Grade Level (K-6)

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

statewide assessments. The classroom teacher has the primary responsibility for determining each student's level of performance and ability to function academically at the next grade level, subject to review by the principal or designee.

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

B. Promotion from Sixth to 7th Grade:

Promotion from middle school requires that the student must successfully complete academic courses as follows. Students in Grade 6 who are not enrolled in schools with a middle grades configuration are subject to these promotion requirements. (S. 1003.4156)

1. Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.
2. Three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit.
3. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education. Beginning with students entering grade 6 in the 2012-2013 school year, one of the three social studies courses must be at least a one-semester civics education course.
4. Three middle school or higher courses in science.
5. One course in career and education planning to be completed in 7th or 8th grade.
6. Students in self-contained ESE classes must be successful as determined by their IEPs in the same number of core classes, using the ESE course equivalent classes. They must also meet the career course requirement, unless their IEPs state otherwise.

Students who fail one academic core course in Grade 6 may repeat the course during the summer through Florida Virtual School or iFlagler, if available. If the student does not successfully complete the course, he/she will be retained in Grade 6 or may be considered for a provisional 7th grade class where he/she will be expected to successfully complete all 7th grade courses and the 6th grade course failed.

A student who fails more than one course will be retained in Grade 6.

C. Promotion/Change of Grade Placement during the School Year (not to be used in grade 3 or 6)

The principal or designee may make a decision for promotion during the year for retained students. This will be determined by the recommendation of the classroom teacher and a passing grade on cumulative assessments in the area that caused the student to be retained and with discussion with the parent/guardian. Students

promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the FCAT taken in the retained grade, or grade level or higher on a district assessment.

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

D. Acceleration (Not to be used in grade 6)

When outstanding abilities and skills are demonstrated, a student may be considered for accelerated grade placement. The student must also demonstrate physical, social and emotional maturity. In each acceleration case considered, the recommendation shall be communicated to the student's parent/guardian in a conference with the principal (or designee), and a written confirmation of the decision shall be furnished to the parent/guardian. In the event that a conference is not possible, written communication to the parent/guardian is deemed sufficient. The district's Acceleration Checklist must be used for all acceleration requests. Acceleration is limited to grades 1-5 due to legislative course requirements.

E. Acceleration Protocol

The assignment of a student who has never been retained to a higher grade which results in the student skipping a grade, or part of a grade, should be made on the basis of exceptionally high achievement by the student as evidenced by the Flagler County Acceleration checklist and evidence that the student will benefit from the instructional program at the advanced grade level. In addition, students may only be considered for Acceleration once per academic year. Requests should be completed during the 4th quarter to take effect during the following school year, and all Acceleration requests can be completed only once during the school year.

When such administrative assignment of a student involves two schools, an agreement between the two principals is required. The Student Study Team or its equivalent shall review the probable long-range academic, social and emotional effect of the decision. The principal, with the recommendation of the Target Team and with the approval of the superintendent or designee, has the responsibility for making such assignments. However, a student shall not be accelerated without parent/guardian consent. Student progress shall be reviewed to maintain continuous advanced placement.

The student's cumulative guidance record and report card shall be noted to indicate "accelerated grade placement" and the major reasons for the acceleration. In the cumulative record, the name of the principal making the assignment is indicated.

Parents must be formally notified in writing that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification must also be filed in the cumulative folder. Acceleration Checklist forms can be obtained from the Curriculum & Instruction website.

F. Promotion of the Exceptional Student

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

READING ENHANCEMENT AND ACCELERATION DEVELOPMENT (READ) INITIATIVE (S. 1008.25)

The focus of the READ initiative is to prevent the retention of Grade 3 students and to offer intensive accelerated reading instruction to Grade 3 students who fail to meet standards for promotion to Grade 4. The READ initiative also addresses K-3 students who are assessed as exhibiting a reading deficiency. Requirements embedded in the K-12 Comprehensive Reading Plan provide specific guidelines for ensuring students in grades K-3 are diagnosed for reading deficiencies and receive research-based interventions to address their needs. The state approved comprehensive core reading program will be used as the basis for instruction and intervention. Florida Assessments in Reading (FAIR) will be used for ongoing progress monitoring and monitored through the statewide Progress Monitoring and Reporting Network (PMRN).

REPORT CARDS (S. 1003.33)

All schools will use a district-approved report card. A school may use supplementary reporting instruments, which may accompany the standard report card. Report cards will be issued to all students at regular intervals as approved by the superintendent. The parent/guardian will be supplied with an interim report at the mid-point of each grading period. At the end of the third grade summer reading camp, parents will receive a report regarding the student's placement for the following year.

RETAINED THIRD GRADE READERS: PROGRESSION (S. 1008.25)

- A. **Tier 1** students (Student identified with a reading deficiency) will receive a 90-minute reading block with additional time for intervention. These students need a Progress Monitoring Plan with the individual student status report data from FAIR if the differentiation and immediate intensive intervention are not working, in addition to the parental notification letter. Progress monitoring is ongoing and will include CCRP (Core Curriculum Reading Program) or SRP (Supplemental Reading Program) reading program weekly tests, timed readings and/or teacher observations. Florida Assessments in Reading (FAIR) will be used as a Progress

Monitor three times a year with results reported in the Progress Monitoring and Reporting Network. The use of the district portfolio will be ongoing and used for progress monitoring and possible promotion if needed for a “Good Cause Exemption.” The READ Initiative will be implemented. Summer Reading Camp will be provided for any third grade student who scores a Level 1 in reading.

- B. **Tier 2** students (Student retained one time in third grade) will receive a 90-minute reading block with additional time for intervention. These students should be placed in a class with a reduced student-teacher ratio. These students must have a progress monitoring plan (PMP) with a diagnostic measure (ERDA) attached and the individual student status report data from FAIR, in addition to the parental notification letter. It is highly recommended that the development of the PMP take place during a formal Team Meeting and the student’s progress should be closely monitored for possible referral to the RTI process. This document should be reviewed later (4-6 weeks) in a Formal Student Study Team Meeting. While the CCRP may remain the same as the previous year, the Supplemental and Intervention programs must change. This may be that the student progresses to the next level of a program (i.e. Last year the student was in Reading Mastery 2, and this year has progressed to RM 3 or is placed in Corrective Reading according to his needs.). Progress monitoring is ongoing (and more frequent) and will include CCRP or SRP reading program weekly tests, timed readings and/or teacher observations. Florida Assessments in Reading (FAIR) will be used as a quarterly assessment with results reported in the Progress Monitoring and Reporting Network. The use of the district portfolio is required for these students. The portfolio will be used for additional progress monitoring, possible mid-year promotion and end-of-year possible promotion if appropriate for a “Good Cause Exemption.” Transition classes may be offered. These classes should provide students on-grade level work for the subject areas that are not at risk. The READ Initiative will be implemented. One or more of the following options will be available to students: Families Building Better Readers Workshop, Before/After School Tutoring, and/or a mentor program. Summer Reading Camp will be provided for any third grade student who scores a Level 1 in reading.
- C. **Tier 3** students (Student retained two times in third grade) will receive a 180 minute reading block with at least a 90 minute segment uninterrupted in a class with a reduced student teacher ratio with a high performing teacher (determined by student performance data and above satisfactory performance appraisals). There needs to be at least two professionals in the class during differentiated and intervention instruction. A licensed or certified speech language pathologist may be used in the classroom for instruction or with collaboration with lesson planning. If a para-professional is used during differentiated and intervention instruction, they must be trained on materials and strategies used in the classroom. 3rd-4th grade transition classes must be offered. These classes should provide students on-grade level work for the subject areas that are not at risk. These students must have a PMP with a diagnostic measure (ERDA) attached, in addition to the parental notification letter. The development of the PMP must take place during a formal Team Meeting. It must be reviewed quarterly, at a minimum, in a formal Team Meeting. The CCRP

must be different from the previous year and should be research-based and have proven success teaching the five components of reading and accelerating reading achievement. The program is designed to move a student a minimum of two years in one school year. The intervention materials will be used in instruction that takes place in the 120+60 reading block. SBRR language materials will instruct students on language and vocabulary skills. The speech/language pathologist should be consulted about appropriate materials and lessons. Progress monitoring must be more frequent than non-retained students and will include CCRP or SRP weekly tests, timed readings and/or teacher observations. FAIR must be used as an ongoing progress monitor three times per year, with results reported in the Progress Monitoring and Reporting Network. The state will monitor these reports and make visits to districts if needed. The use of the district portfolio is required for these students. The portfolio will be used for additional progress monitoring, possible mid-year promotion and end-of-year possible promotion if appropriate for a "Good Cause Exemption." After-school, Saturday school or extended school year programs with SBRR materials, certified teachers to tutor and remediate students, a "Read at Home" plan and mentoring or tutoring with specialized reading training is required.

RETENTION

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

- A. An appropriate alternative placement must be considered for a student who has been retained two or more years.
- B. In all retention situations, there must be a Progress Monitoring Plan and evidence that the student is in the Response to Intervention (RtI) process. A copy of the plan will be placed in the student's cumulative record folder. The student's permanent record card and report card shall show "Retained in Grade ____."
- C. A student classified as English Language Learner (ELL) may not be retained due to the student's lack of English proficiency. Retention for reasons other than above must be brought to the ELL Committee of the student's school and must be documented on the ELL Committee Form. The parents must be invited to attend this meeting at which retention is being discussed. Meeting notification will be sent to parents in the home language when possible.
- D. A student who fails more than one core course will be retained in Grade 6.
- E. Mandatory Grade 3 Retention (S. 1008.25)
 1. If a student's reading deficiency is not remediated by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained.

2. Grade 3 students may only be exempt from mandatory retention for the following reasons:
 - a. Limited English Proficient (LEP) students who have had less than two years of instruction in English for Speakers of Other Language (ESOL) program.
 - b. Students with disabilities whose individual education plans (IEP) indicate that participation in the statewide assessment program is not appropriate, consistent with the requirements of the State Board of Education Rule.
 - c. Students who demonstrate an acceptable level of performance on an alternate standardized reading assessment approved by the State Board of Education.
 - d. Students, who demonstrate through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of Sunshine State Standards in reading equal to at least a Level 2 performance on FCAT.
 - e. Students with disabilities who participated in the FCAT and who have an IEP or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in kindergarten, first, second, or third grade.
 - f. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in K-3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon an academic plan that includes specialized diagnostic information and specific reading strategies for each student.
3. Requests for good cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:
 - a. Documentation appropriate to the specific good cause exemption must be submitted from the student's teachers to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record
 - b. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make recommendations in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.
4. Mid-year promotion opportunities may be available to third grade students who were retained due to a reading deficiency in third grade the previous year. Such promotions of retained third grade students may only occur

during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that:

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

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

- a. Of the student's mastery of the third grade Sunshine State Standard Benchmarks for Language Arts
- b. Mastery of the Benchmarks assessed by the grade three Reading FCAT
- c. Beginning mastery of the Language Arts Benchmarks for fourth grade
- d. And the fourth grade benchmarks assessed by the grade four Reading FCAT

A portfolio used as the basis for promotion must be signed by the teachers and the principal as verification that the portfolio meets the standards as required by Rule 6A-1-1.094221, FAC. and is an accurate in-class assessment of the required reading skills. No student may be placed/promoted to the next grade level during the academic year unless recommended by the principal or by his/her designee and approved by the Superintendent with appropriate documentation.

TRANSFER OF GRADES

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

VIRTUAL INSTRUCTION PROGRAM: SEE K-12 GENERAL INFORMATION

VOLUNTARY PRE-KINDERGARTEN (VPK)

The Early Learning Coalition of Flagler-Volusia (ELC-FV) will determine eligibility for this program.

MIDDLE SCHOOL: 7 – 8 GRADE PROGRESSION

ADULT EDUCATION PROGRAM FOR 16-YEAR OLDS

Middle school students who are 16 and who will be working toward a standard high school diploma have the option of participating in a program that affords them the opportunity to be on track for graduation.

The program requires that they leave middle school and enroll in Adult Education High School, where they will take a semester of Algebra I, English I, Biology, Intensive Reading, and two electives.

Students who successfully complete the first half-credit of all core subject courses and the two electives by the end of the first semester will be counseled about the option of transferring to their home-zoned high school to continue working toward a standard diploma. The end of the first semester is the only time during the year that transfers will occur.

Students who do not finish by the end of the first semester will finish these courses at Adult Education High School and will be counseled about the option of transferring to their home-zoned high school to continue working toward a standard diploma for the start of the following school year.

ATTENDANCE: SEE K-12 GENERAL INFORMATION

ASSESSMENT: PARTICIPATION IN STATEWIDE PROGRAMS (S. 1008.25)

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

- A. Students with an active Individual Education Plan (IEP) for whom alternate assessment has been identified on the IEP
- B. English Language Learners who have received services for one year or less, and who have been recommended for exemption by the ELL committee. In this instance, alternate assessments must be identified.

CIVICS (S. 1003.41, 1003.4165, 1008.22, 1008.34)

Civics Education Legislation Implementation Timeline:

- A. 2011-2012 school year - The reading portion of the language arts curriculum within the Sunshine State Standards will include civics education content.
- B. 2012-2013 school year - Students entering grade 6 are required to successfully complete at least one-semester civics education course at middle grades. A statewide, standardized end-of-course assessment in civics education must be administered as a field test at the middle school level.
- C. 2013-2014 school year - A student's performance on the end-of-course assessment in civics education must constitute 30 percent of the student's final course grade.

- D. 2014-2015 school year - A student must earn a passing score on the end-of-course assessment in civics education in order to pass the course and be promoted from middle grades.

COMPREHENSIVE HEALTH EDUCATION (S. 1003.42)

Comprehensive health education includes alcohol, tobacco and other drug prevention education, Acquired Immune Deficiency Syndrome (AIDS) and communicable disease prevention, human growth and development, and personal health and hygiene. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. Health Education will include the following:

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

COMMUNICATION AND PROGRESSION: SEE K-12 GENERAL INFORMATION

DIAGNOSTIC ASSESSMENT

Students who do not meet the minimum performance standards in reading as determined by the Commissioner of Education for the statewide assessment will receive further screening for specific deficiencies using instruments such as the FAIR assessments. Results from these assessments will be used to determine proper placement in intervention courses using either a research-based core reading program, or supplemental materials as determined by the student’s needs and approved in the K-12 Comprehensive Reading Plan.

ENGLISH LANGUAGE LEARNERS: SEE K-12 GENERAL INFORMATION

ENTRANCE TO SCHOOL DISTRICT: SEE K-12 GENERAL INFORMATION

EXCEPTIONAL STUDENT EDUCATION: SEE K-12 GENERAL INFORMATION AND THE COMPLETE ESE SECTION OF THIS STUDENT PROGRESSION PLAN

GRADE FORGIVENESS (S.1003.413)

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

GRADE PLACEMENT: FOREIGN STUDENTS: SEE K-12 GENERAL INFORMATION

GRADE PLACEMENT: TRANSFER OF STUDENTS (SBER 6A-1.09942)

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

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

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs C #3 and #4 of this rule if required.

GRADING SCALE (S.1003.437)

Letter grades are a reflection of the student’s level of academic achievement of the Sunshine State Standards. The following quality point system shall be used to determine a letter grade and honor roll:

GRADE	GRADE RANGE	DESCRIPTION
A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F	0-59	Failure

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

- Conduct is satisfactory (S)
- Conduct needs improvement (N)
- Conduct is unsatisfactory (U)

Honor roll recognition shall be based on the following criteria:

- Principal's List -all A's in all subject areas
- Honor Roll - all A's and B's in all subject areas

HIGH SCHOOL CREDIT

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

- A. High School courses offered at the middle school level must meet the standards approved for the high school courses. High school credit will be awarded to students who earn a B or above and pass the exam. If Honors classes are taken, Honors weighting will be given when students are promoted to the high school.
- B. Courses are offered for the same number of hours of instruction as currently offered at the high school, follow the Sunshine State Standards, use the same textbook and the same final exam. The exam will count as 30% of the final grade, with the exception of courses that require state End-of-Course (EOC) assessments. See the EOC assessment requirements in the High School section of this document. Middle school students must meet the same requirements as high school students.
- C. District-enrolled students at the middle school level authorized to take courses from the Florida Virtual High School will earn credit which will be transferred to their high school record as explained above.
- D. If a C is earned in the course, it remains on the student's middle school transcript, but no high school credit is given. It counts as a middle school course for the purpose of promotion to the high school.
- E. All students enrolled in Algebra or Geometry will take the state End-of-Course Assessment, which will count as 30% of a student's grade. This will be determined using the same algorithm as is used at the high school. Beginning with the 2011-12 school year, a middle school student must pass the Algebra I End-of-Course Assessment (EOC) to earn high school credit; beginning with the 2012-13 school year, a middle school student must pass the Geometry End-of-Course Assessment to earn high school credit.

HOMELESS CHILDREN: EDUCATIONAL OPPORTUNITIES: SEE K-12 GENERAL INFORMATION

MAKE-UP WORK

After an absence, a student must arrange with the teacher for any make-up work. Students have the same number of days as they were absent to make up their work, except in the instance of some long-term assignments. If a teacher assigns a long-term project (when a student has several days to complete the work), then the student is expected to turn in the project on the day of his or her return unless special arrangements are made and approved

with the teacher in advance. Work completed after an UNEXCUSED absence will not receive credit.

MILITARY PERSONNEL: EDUCATIONAL OPPORTUNITIES FOR DEPENDENT CHILDREN OF ACTIVE MEMBERS: SEE K-12 GENERAL INFORMATION

NOTIFICATIONS TO PARENTS/GUARDIANS: SEE K-12 GENERAL INFORMATION

PHYSICAL EDUCATION (§. 1003.455)

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

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

PROGRESSION OF STUDENTS: SEE K-12 GENERAL INFORMATION

PROGRESS MONITORING PLAN

Schools must develop and implement a progress monitoring plan (PMP) for each student who fails to meet certain performance levels, including scoring below Level 3 in FCAT Reading or Mathematics. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A. A federally required student plan such as an individual education plan (IEP);
- B. A school-wide system of progress monitoring for all students; or
- C. An individual progress monitoring plan (PMP).

Students who do not meet the minimum performance standards in reading as determined by the Commissioner of Education for the statewide assessment will be progress monitored three times per year. Students in grades 7-12 will be administered the FAIR assessment. Individuals at each school will be trained to administer the progress monitors. District personnel, school level administrators, reading coaches, and teachers will review results to determine adequate progress and adjust intervention.

Parents will be notified when students are placed in a reading intervention course.

PROMOTION FROM 7TH GRADE TO 8TH GRADE

Students who fail one core academic course may repeat the course during the summer through Florida Virtual School or iFlagler, if available. Students who do not successfully complete the course will be placed in the course during 8th grade in lieu of an elective.

Students who fail two core academic courses must successfully repeat at least one of the courses during the summer through Florida Virtual School or iFlagler, if available. Students who do not successfully complete at least one failed core academic course will be retained in 7th grade. Students who successfully complete at least one failed core academic course during the summer will be promoted to the 8th grade and will repeat the second failed course during 8th grade in lieu of an elective. This opportunity is available only with permission of the Principal or Assistant Principal and after the student and parent sign a memorandum of understanding. If the failed courses are not available through FLVS or iFlagler, then the student will be retained in 7th grade.

PROMOTION OF THE EXCEPTIONAL STUDENT

Determination of the appropriate progression of the student enrolled in Exceptional Student Education will be based on acceptable progress toward the identified instructional objectives in compliance with the Individual Educational Plan (IEP/EP) from grade 7 to grade 8. Promotion to the high school, however, for all ESE students requires that students must be successful as determined by their IEPs in the same number of core classes as all students, using the ESE course equivalent classes, if that is the appropriate placement. They must also meet the career course requirement, unless their IEPs state otherwise. (S. 1003.4156, 1003.4295)

PROMOTION TO THE HIGH SCHOOL (S. 1003.4156, S. 1003.4295)

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

- A. Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.
- B. Three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit.
- C. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education. Beginning with students entering grade 6 in the 2012-2013 school year, one of the three social studies courses must be at least a one-semester civics education course.
- D. Three middle school or higher courses in science.
- E. One course in career and education planning to be completed in 7th or 8th grade. The course may be taught by any member of the instructional staff; must include career exploration using CHOICES for the 21st Century or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan, known as an ePEP.
- F. Students in self-contained ESE classes must be successful as determined by their IEPs in the same number of core classes, using the ESE course equivalent classes. They must also meet the career course requirement, unless their IEPs state otherwise.
- G. The student, the student's instructor, guidance counselor (or academic advisor) and the student's parent must sign each student's ePEP. The statute does not provide for an

exception for students with disabilities for career and education planning course or for any other course requirements stipulated in the statute. Therefore, every middle school student is required to take a career course (or an integrated career course) and complete the electronic Personalized Education Planner (ePEP) on FACTS.org in order to be promoted into high school. Students with disabilities can elect to complete an ePEP related to the requirements for a standard high school diploma ePEP or a special diploma plan, but they must complete an ePEP to be promoted. Plans may change once students transition into high school. Parents of students with disabilities should be encouraged to consult with the student's individual educational plan (IEP) team regarding these decisions.

- H. Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.
- I. There are no mid-year promotions to the high school.
- J. The minimum length for core courses is 45 minutes per day.

REQUIRED COURSES

It is required that the student be enrolled in the following courses at each grade level:

- 1 year-long course in language arts
- 1 year-long course in mathematics
- 1 year-long course in science
- 1 year-long course in social studies
- 1 course in career and education planning to be completed in the 7th or 8th grade (This may be integrated into another course)
- The equivalent of one class period of physical education for one semester of each year in grades 7-8 unless a waiver is granted. (S. 1003.455)

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

Middle school students who score at Level 1 on FCAT Reading will be enrolled in and complete an intensive reading course the following year. Level 2 readers will be placed in either an intensive reading course or a content area course in which reading strategies are delivered after diagnosis of reading needs by a teacher who is Highly Qualified to teach reading or has completed the CAR-PD training. Diagnostic tools include FAIR, progress monitoring data, and individually administered exams.

Middle school students scoring at Level 1 or Level 2 on FCAT Mathematics will receive remediation the following year.

Middle schools will hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities.

RETENTION (S. 1003.413, 1002.20, 1008.25)

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 two or more years. In all retention situations, there must be a progress monitoring plan (PMP). A copy of the plan will be placed in the student's cumulative folder. The student's permanent record card and report card shall show "Retained in the Same Grade." A parent/guardian shall be notified in writing of the student's retention.

STUDENT PERFORMANCE STANDARDS REQUIREMENTS (SUNSHINE STATE STANDARDS, NEXT GENERATION SUNSHINE STATE STANDARDS, COMMON CORE STANDARDS) (S. 1008.22, 1003.41)

Middle School students are expected to demonstrate achievement of the Sunshine State Standards. Florida grade level expectations and course descriptions provide essential content and course requirements as determined by the Department of Education.

Students shall be considered making adequate progress by demonstrating performance at Level 3 and above on the Florida Comprehensive Assessment Test in Reading and Mathematics, and a score of 4 and above on writing.

VIRTUAL INSTRUCTION PROGRAM: SEE K-12 GENERAL INFORMATION

HIGH SCHOOL: 9 – 12 GRADE PROGRESSION

ADULT EDUCATION CREDIT

Regular high school students may gain additional credits by taking approved courses after regular school hours through co-enrollment in the Flagler County Adult High School. The Adult Education courses must meet the standards as approved for regular high school courses.

The student must be recommended for enrollment by the guidance counselor, approved by the high school principal or designee and accepted by the Director of Adult/Community Education.

Students may transfer no more than seven credits earned in the Adult Education Program into the regular high school program at the semester breaks only. Graduating seniors may transfer no more than two Adult Education credits of the 7 during the last nine weeks prior to graduation.

Students may not take an Adult Education Program course that duplicates previous courses taken except for the following reasons: (S. 1003.413, 1003.428)

- A. Such course was previously failed and is a requirement for graduation.
- B. Grade improvement is needed for a course in which the student has received a D.

Regular high school students enrolled in the Adult Education Program must abide by the rules and regulations concerning attendance, course participation, and discipline in order to continue enrollment in the courses.

Students who withdraw from a high school to attend Adult Education may transfer back to the high school only at the semester break. They must be on track for graduation before transferring back. On track is defined as having the same number of credits and successfully completed courses as is expected of students' class cohorts.

ACCELERATION NOTIFICATION AND OPPORTUNITIES (S.1003.02) (S.1003.4295)

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

The Credit Acceleration Program (CAP) awards course credit to a student who is not enrolled in the course or who has not completed the course if the student attains a score indicating satisfactory performance on the corresponding state End-of-Course (EOC) assessment. Students who are not enrolled in the course or who have not completed the course are allowed to take the End-of-Course assessment during the regular administration of the assessment.

ADVANCED PLACEMENT (AP)

- A. Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Some colleges may only accept a score of 4 or 5.
- B. A student will receive high school credit based on the grade received in the AP class.
- C. A student enrolled in an AP class, but failing to take the AP subject exam, will have the course of study changed to an Honors class. The student will receive a zero on the course final exam, which will count as 30% of the final class grade.
- D. A student who is not taking an AP course may take the AP examination provided the student pays the examination fee. However, no high school credit will be granted for passing the AP examination.

ALTERNATE ASSESSMENT FOR DEPENDENT CHILD OF A MEMBER OF THE U.S. ARMED FORCES (S. 1003.435)

A dependent child of a member of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for a standard high school diploma as provided in s. 1003.43(5)(a) (General requirements for high school graduation).

ATTENDANCE: SEE K-12 GENERAL INFORMATION

ASSESSMENT: PARTICIPATION IN STATEWIDE PROGRAMS (S. 1008.25)

Beginning with the 2010-11 school year, students in specific subjects are required to take End-of-Course Assessments. See the Implementation timeline that follows the graduation requirement charts in this Student Progression Plan.

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

- A. Students with an active Individual Education Plan (IEP) for whom alternate assessment has been identified on the IEP
- B. English Language Learners who have received services for one year or less, and who have been recommended for exemption by the ELL committee. In this instance, alternate assessments must be identified.

CERTIFICATE OF COMPLETION (S. 1003.428)

A certificate of completion will be awarded to a student who completes standard graduation course credit requirements, completes all requirements in student progression and remedial instruction, achieves the cumulative grade point average requirement or completes all other requirements prescribed by the district school board, but who is unable to earn a passing score on the FCAT or achieve a concordant score on the SAT or ACT Students may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies.

Students who have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or the state required End-of-Course assessments or an alternative assessment by the end of Grade 12 must be provided the following learning opportunities:

- A. Participation in an accelerated high school equivalency diploma preparation program during the summer.
- B. Upon receipt of a certificate of completion, be allowed to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate. (*Explanatory Note:* The Certificate of completion they may receive is a CPT-Eligible Certificate of Completion.)

COLLEGE READINESS (S. 1008.30)

A college readiness assessment (currently CPT, ACT, or SAT) is available to all high school students prior to grade 12 who have defined FCAT scores of levels 2 or 3 on the Reading portion of the 10th grade FCAT or levels 2, 3, or 4 on the Mathematics section. Students achieving the minimum scores, and enrolling in community college within two years, will not be required to retest or enroll in remediation courses when admitted to any community college. High schools shall use the results of the test to advise students of any identified deficiencies and to provide 12th grade students, and require them to complete, appropriate postsecondary instruction prior to high school graduation. The curriculum shall be identified by the State Board of Education and encompass Florida's Postsecondary Readiness Competencies. Other elective courses may not be substituted for the selected postsecondary reading, mathematics, or writing preparatory course.

COMMUNICATION ABOUT PROGRESSION: SEE K-12 GENERAL INFORMATION

COMPREHENSIVE HEALTH EDUCATION (S. 1003.42)

Comprehensive health education includes alcohol, tobacco and other drug prevention education, Acquired Immune Deficiency Syndrome (AIDS) and communicable disease prevention, human growth and development, and personal health and hygiene. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. Health Education will include:

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

COURSE DROP/ADD TIMELINE

Students may drop a course within the following timeline with no adverse effect to their GPA: Day 1 through Day 10 of each semester. Changes within the same content area to a lower level

(e.g., English I Honors to English I) are at the discretion of the Principal or designee. Guidance counselors/teachers must assist students with these changes. Students enrolled in college courses must adhere to the college add/drop schedule.

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

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

COURSE CREDIT (S. 1003.436)

- A. One full credit for high school graduation is defined as a minimum of 135 hours of instruction in a designated course taken on a traditional schedule. The minimum number of instructional hours required for one high school credit for Dual Enrollment is 120.0.
- B. One-half credit is defined as the equivalent of one-half of the requirements for one full credit.
- C. A student who is not in attendance for at least 67.5 hours a semester shall not receive credit for a course unless the student passes the final exam for the semester and makes up all such work as required to demonstrate mastery of these standards during the regular semester in which the student is enrolled.
- D. Excused absences for religious reasons, health reasons, or for participation in academic class or program functions shall not be counted against the minimum 67.5 hour requirement.
- E. Secondary courses offered for credit through Adult Education shall be of sufficient length and content to permit a level of competence that is at least the equivalent to that required of the students in the regular high school program. The program shall provide for the granting of credit on the basis of actual attainment of the Sunshine State Standards, regardless of time spent in class. Students who are deficient credit(s) for graduation based upon a normal rate of progression or who may benefit by gaining additional credits, may be awarded credit by demonstrating mastery of the Sunshine State Standards in those academic courses by alternative measures available within the school district under the following conditions:
 1. A school guidance counselor recommends a student after a review of the transcript history.
 2. During the last nine weeks prior to graduation, no more than two credits may be earned toward a high school diploma.
 3. Principal approval is mandatory.
 4. Student is not currently enrolled in the course.
- F. Credit for Level I courses shall not be granted toward high school graduation unless the student's assignment indicates a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the individual educational plan or student performance plan and signed by the principal, guidance counselor, and the parent if the student is not 18 years or older. Level I courses may only be used as elective credits. Any student placed in a Level I

- course must have a Progress Monitoring Plan, which outlines the deficiency and strategies to address the deficiencies. This Plan must be developed in consultation with students' parents. (S. 1003.43)
- G. No student may be granted toward high school graduation for enrollment in the following courses or programs (S. 1003.43):
 - 1. More than a total of nine elective credits in remedial programs
 - 2. More than one credit in exploratory vocational courses
 - 3. More than three credits in practical arts family and consumer sciences classes
 - H. The school district maintains a one-half credit earned system that includes courses provided on a full year basis. A student enrolled in a full-year course for which there is no End-of-Course assessment (EOC) shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course for which there is no End-of-Course assessment (EOC) shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that the student meets district attendance requirements. (S. 1003.436)
 - I. Students will receive a full-credit in courses for which there is an EOC only upon meeting the EOC and course requirements. No half-credits will be awarded.

COURSE SUBSTITUTION (S. 1003.43)

If the district has chosen the Personal Fitness/Physical Education activity elective, courses to fulfill the High School Physical Education graduation requirement, then the following waivers apply:

- A. Participation in two seasons of an interscholastic sport AND a passing grade of "C" on the Personal Fitness Competency test replaces both the 0.5 credit requirement in Personal Fitness and the 0.5 credit requirement in a Physical Education activity elective for a total of 1.0 credit in Physical Education.
- B. Completion of one semester of Marching Band with a passing grade of "C" replaces the 0.5 credit of the Physical Education activity elective. The student must still take the Personal Fitness class (0.5 credit) to complete the 1.0 credit in Physical Education.
- C. Participation in a Dance class satisfies the 0.5 credit of the Physical Education activity elective. The student must still take the Personal Fitness class (0.5 credit) to complete the 1.0 credit in Physical Education.
- D. Completion of two years in a Reserve Officer Training Corps (R.O.T.C.) class satisfies 1.0 credit of the Physical Education activity electives. However, the student must still take the Personal Fitness class (0.5 credit) to satisfy the Physical Education graduation requirement in those districts choosing this option. Students using the ROTC waiver will end up with 1.5 credits in Physical Education.

CREDIT RECOVERY (S. 1003.428)

Students who have failed a course may repeat the course, enroll in a Credit Recovery course, or enroll in Adult Education.

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

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

New credit shall only be awarded for high school courses taken in an accredited public, private, or virtual school. The accreditation agencies are as follows:

- Southern Association of Colleges and Schools (SACS)
- Northeast Association of Colleges and Schools (NEACS)
- Middle States Association of Colleges and Schools (MSACS)
- North Central Association of Colleges and Schools (NCACS)
- Northwest Association of Accreditation Schools (NAAS)
- Western Association of Colleges and Schools (WACS)
- National Christian School Association
- Commission on International and Transregional Accreditation
- Nation Council on Private School Accreditation (NCPSA)

DIPLOMA DESIGNATIONS (S.1003.4385)

Each standard high school diploma shall include, when applicable:

- A. A designation reflecting completion of four or more accelerated college credit courses if the student is eligible for college credit pursuant to s. 1007.27 or s. 1007.271 in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment courses.
- B. A designation reflecting career education certification in accordance with s. 1003.431.
- C. A designation reflecting a Florida Ready to Work Credential in accordance with s. 1004.99.

DUAL ENROLLMENT COLLEGE CREDIT PROGRAMS AND CAREER DUAL ENROLLMENT (S.1007.271, S. 1007.235)

The Superintendent of Schools and President of Daytona State College (DSC) shall jointly develop and implement a comprehensive articulated acceleration program for students enrolled in their respective school districts and service areas.

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree.

Home education students may participate in dual enrollment working directly with Daytona State College (DSC).

The District will pay the cost of books and required instructional materials for students enrolled full-time in the Flagler County Public School System.

All details about dual enrollment with Daytona State College are in the Flagler/Daytona State College (DSC) Articulation Plan.

Students may also enroll in career dual-enrollment classes at Flagler Technical Institute.

END-OF-COURSE ASSESSMENTS

All students enrolled in courses for which there is a state End-of-Course Assessment will take the assessment as their course final exam. The algorithm to calculate the final course grade will be as follows: $[(\text{Semester 1 converted to 0-4}) \times .35] + [(\text{Semester 2 converted to 0-4 scale}) \times .35 + [\text{EOC assessment converted to 0-4 scale}) \times .30 = \text{course average}].$ If weighting: $\text{course average} + \text{weight}.$

ENGLISH LANGUAGE LEARNERS (S. 1003.56)

Students who have been enrolled in an ESOL program for fewer than two school years and have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FCAT or the alternate assessment and End-of-Course Assessments.

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

ENTRANCE TO SCHOOL DISTRICT: SEE K-12 GENERAL INFORMATION

EXCEPTIONAL STUDENT EDUCATION: SEE K-12 GENERAL INFORMATION AND THE COMPLETE ESE SECTION OF THIS STUDENT PROGRESSION PLAN

EQUIVALENCY DIPLOMA: SPECIAL ASSISTANCE (S. 1003.435)

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

EXCHANGE STUDENTS FROM FLAGLER COUNTY

When high school students who are enrolled in Flagler County Public Schools spend at least one semester abroad, they will receive credit toward graduation based on how the courses they

took while abroad correspond to courses available in the Florida Course Code Directory. They must provide evidence of the classes in which they were enrolled from the exchange school in the form of a transcript or official letter.

EXCHANGE STUDENTS TO FLAGLER COUNTY

The following guidelines have been established for foreign exchange students.

- A. All foreign exchange students shall be assigned to their appropriate grade level but no higher than grade 11.
- B. No foreign exchange student shall receive a Flagler County high school diploma.
- C. Specific courses shall be provided to foreign exchange students on a space available basis.
- D. Foreign exchange students may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) or a sponsoring organization's rules and regulations.
- E. Foreign exchange students are subject to all school and district rules and regulations.
- F. Host parents must accept all responsibilities for foreign exchange students including, but not limited to, school conferences.
- G. High schools may limit the number of foreign exchange students they admit based on class size and/or total student enrollment.
- H. Foreign exchange students must be fluent in English prior to enrollment.
- I. Representatives from foreign exchange programs must request permission for admission to a district high school prior to a student's arrival.
- J. Exchange programs must be fully approved by the Council for Standards for International Educational Travels (CSIET) in order for students to be accepted. (www.csiet.org)

EXIT INTERVIEWS/DROPOUT PREVENTION (S. 1003.21)

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

FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) (S. 1003.428, 1008.22)

Students must obtain a score designated by the Department of Education on the Florida Comprehensive Assessment Test on the reading and mathematics sections in order to graduate, regardless of the course credits earned. Students may substitute a state-determined concordant score on either the SAT or ACT. A student entering the Florida public school system in Grade 12 may either achieve a passing score on the FCAT or use the approved SAT/ACT concordant scores. A new student entering the Florida public school system in Grade 12 is not required to take the FCAT if he or she is able to document the approved concordant scores.

FCAT Concordant Scores			
Reading		Mathematics	
FCAT	1926	FCAT	1889
SAT	410	SAT	340
ACT	18	ACT	15

GRADE FORGIVENESS (S. 1003.428)

Students who have made a “D” or less may retake a course to improve their grade point average. When a student retakes a course, if the grade received for the course is higher than the grade previously received, then the higher grade shall replace the lower grade for the same course on the student’s academic record. For required courses, students must earn a “C” or higher in the same or comparable course. A grade of a “D” may not be used to forgive an “F”. Forgiveness policies for elective courses are limited to earning a grade of “C” or higher in another course. Only a guidance counselor may make the required notation on the student’s cumulative record when a course is retaken. A student may not receive academic credit for a course more than once.

GRADE PLACEMENT: FOREIGN STUDENTS: SEE K-12 GENERAL INFORMATION

GRADE POINT AVERAGES

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

GRADING SCALE (S. 1003.437)

Students in grades 9-12 shall receive grades based on the following scale and interpretations except for those for which no academic credit may be received.

- 90 – 100 = A: Outstanding Progress
- 80 – 89 = B: Above Average Progress
- 70 – 79 = C: Average Progress
- 60 - 69 = D: Lowest Acceptable Progress
- 0 - 59 = F: Failure
- 0 = I: Incomplete: Grade Pending
- S = Satisfactory
- N = Needs Improvement

GRADING STANDARDS

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

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

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. (S. 1003.33)

Only the assigned teacher may change a student's grade. In order to do so, the teacher must follow the procedure established at each school for changing grades.

Final exams, except for those in iFlagler courses, will be administered only during the school-wide designated time period. No early final exams will be given except at the approval of the Principal in extenuating circumstances.

GRADUATION: OPTIONS SELECTION (S. 1003.429, 1003.428)

Each student in grades 6-12 and their parents will receive information concerning the three-year and four-year high school graduation options, including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option.

Students may select one of the graduation options available at any time during grades 9 through 12, subject to requirements. If the student and parent fail to select one of the accelerated high school graduation options, the student shall be considered to have selected the general requirements for high school graduation.

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

Students who choose the three-year program, complete the 18 or 24 credits, earn a cumulative weighted GPA (with individual course credit GPA requirements), and pass the FCAT must graduate at the end of the three years. They cannot remain in school for a fourth year. Students will lose a year of potential athletics eligibility by opting for a three-year program. Issues such as continued eligibility for high school athletics or other extracurricular activities should be taken into consideration when making the decision.

If, at the end of each grade, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the following:

- A. The requirements that the student is not currently meeting.
- B. The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
- C. The right of the student to change to the four-year program set forth in S. 1003.43.F.S.
- D. Students who choose a three-year program will automatically move to the four-year, 24-credit program if they do not earn 5 credits by the end of grade 9 or 11 credits by the end of grade 10; do not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment; do not pass the grade 10 FCAT; or do not meet credit or GPA requirements by the end of their third year.

High school credits awarded before ninth grade can be counted toward the required credits for all graduation programs.

Students must remain in high school at least three years regardless of how many credits they earn before that time.

Students and parents are required to sign a graduation program option form prior to selecting a three-year program.

The three-year graduation programs are only available to students who will receive a standard diploma.

Students from out-of state and out-of-country are eligible for all graduation programs as long as they fulfill the credit requirements, maintain the required GPA, and pass the FCAT and state required End-of -Course Assessments.

Students who complete the three-year college preparatory program must still satisfy minimum academic core credit requirements for state university system admissions.

Students who choose the three-year career preparatory program must take their electives in career and technical education courses.

Graduation requirements for each diploma are as follows:

STUDENTS WHO ENTERED NINTH GRADE IN 2011-2012 SCHOOL YEAR (Class of 2015)			
Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18-credit College Preparatory Program¹	Graduation Requirements of Three-Year, 18-credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or an equivalent course or series of courses or a higher-level mathematics course, and one of which must be Geometry or an equivalent course.	4 credits at the Algebra 1 level or above from the list of courses that qualify for state university (SUS) admission and Geometry or a series of equivalent courses.	4 credits, two of which must be Algebra 1 and Geometry or a series of equivalent courses.
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or series of courses.	3 credits in science, two of which must have a laboratory component and one credit in Biology 1 or a series of courses equivalent to Biology 1.	3 credits in science, two of which must have a laboratory component and one credit in Biology 1 or a series of courses equivalent to Biology 1.
Social Studies	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics
World (Foreign) Language	Not required for high school graduation, but required for admission into state universities (2 credits of same language)	2 credits in the same language or demonstrated proficiency in a second language	Not required
Visual and Performing Arts, Speech, Debate, or Practical Arts	1 credit in Dance, Music, Theatre, Visual Art, Speech, Debate, or Practical Arts (eligible courses specified in CCD)	Not required	Not required
Physical Education	1 credit in physical education to include the integration of health	Not required	Not required
Electives	8 credits	2 credits	3 credits in single vocational/career education program and 1 elective credit OR 3 credits in single career/technical certificate dual enrollment and 1 elective credit OR 5 credits in vocational/career education courses (including 3 credits in one sequential CTE program)
TOTAL	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT) Passing score on Algebra 1 end-of-course (EOC) assessment in order to earn course credit	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

		credits	
*Pending legislative action.			

SPECIAL NOTES

- All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System (SUS). To determine which courses meet SUS admission requirements, please use the [Comprehensive Course Table](#).
- At least six of the 18 credits must be completed in courses that include dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or Level 3 courses containing rigorous academic curriculum and performance standards as determined by the FDOE.
- Geometry EOC assessment is required and will count as 30 percent of course grade, if enrolled.

STUDENTS WHO ENTERED NINTH GRADE IN 2010-2011 SCHOOL YEAR (Class of 2014)			
Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18-credit College Preparatory Program	Graduation Requirements of Three-Year, 18-credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or an equivalent course or series of courses or a higher-level mathematics course, and one of which must be Geometry or an equivalent course.	4 credits at the Algebra 1 level or above from the list of courses that qualify for state university (SUS) admission and Geometry or a series of equivalent courses.	4 credits, two of which must be Algebra 1 and Geometry or a series of equivalent courses.
Science	3 credits in science, two of which must have a laboratory component.	3 credits in science, two of which must have a laboratory component.	3 credits in science, two of which must have a laboratory component.
Social Studies	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics
World (Foreign) Language	Not required for high school graduation, but required for admission into state universities (2 credits of same language)	2 credits in the same language or demonstrated proficiency in a second language	Not required
Visual and Performing Arts, Speech, Debate, or Practical Arts	1 credit in Dance, Music, Theatre, Visual Art, Speech, Debate, or Practical Arts (eligible courses specified in CCD)	Not required	Not required
Physical Education	1 credit in physical education to include the integration of health	Not required	Not required
Electives	8 credits	2 credits	3 credits in single vocational/career education program and 1 elective credit OR 3 credits in single career/technical certificate dual enrollment and 1 elective credit OR 5 credits in vocational/career education courses (including 3 credits in one sequential CTE program)
TOTAL	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
*Pending legislative action.			

SPECIAL NOTES

- All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System (SUS). To determine which courses meet SUS admission requirements, please use the [Comprehensive Course Table](#).

- At least six of the 18 credits must be completed in courses that include dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or specifically listed as containing rigorous academic curriculum and performance standards by the FDOE.
- Algebra 1 EOC assessment is required and will count as 30 percent of course grade, if enrolled.
- Students in grades 6-8 who earned high school credit in Algebra 1 during the 2007-2008 through 2009-2010 school years and have not taken the Grade 10 FCAT Mathematics, must take the Algebra 1 EOC assessment during the 2010-2011 school year.

STUDENTS WHO ENTERED NINTH GRADE IN 2007-2008 THROUGH THE 2009-2010 SCHOOL YEARS (Classes of 2011-2013)			
Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18-credit College Preparatory Program¹	Graduation Requirements of Three-Year, 18-credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, or a higher-level mathematics course	3 credits at the Algebra 1 level or above from the list of courses that qualify for state university (SUS) admission	3 credits, one of which must be Algebra 1 or its equivalent
Science	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component
Social Studies	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics
World (Foreign) Language	Not required for high school graduation, but required for admission into state universities (2 credits of same language)	2 credits in the same language or demonstrated proficiency in a second language	Not required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in CCD)	Not required	Not required
Physical Education	1 credit in physical education to include the integration of health ⁴	Not required	Not required
Electives	8 credits	3 credits	3 credits in single vocational/career education program and 2 credits in electives OR 3 credits in single career/technical certificate dual enrollment and 2 credits in electives OR 5 credits in vocational/career education (including 3 credits in one sequential CTE program)
TOTAL	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
Special Note: State assessment requirements for students who entered grade nine in the 2009-2010 school year include passing scores on the Grade 10 FCAT 2.0 Reading and the Grade 10 FCAT Mathematics or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT).			

Special Diploma Options

Subject Area	Special Diploma Option I	Special Diploma Option 2**
English	4 credits English/Language Arts/Reading (7910 course or higher)	1 credit English/Language Arts/Reading (7910 courses)
Mathematics	4 credits Functional Life Skills Math (7912 courses or higher)	1 credit Functional Life Skills Math (7912 courses)
Science	3 credits Science (7920 courses or higher)	1 credit Science (7920 courses)
Social Studies	3 credits Social Studies (7921 courses or higher)	1 credit Social Studies (7921 courses)
Fine Arts or Performing Art or Vocational	3 credits Vocational (7980 course code) <ul style="list-style-type: none"> • 1 credit Career Exploration (9th) • 1 credit Career Preparation (10th) • 1 credit Career Experience 	1 credit Vocational (7980 course code) <ol style="list-style-type: none"> 1. 1 credit Career Exploration (9th)
Foreign Language	0	0
Physical Education	1 credit Health and Safety 1 credit Physical Education (Specialized Instruction or Adaptive)	1 credit Health and Safety or Physical Education (Specialized Instruction or Adaptive)
Social/Personal Skills*	1 credit Social/Personal Skills	0
Electives	4 credits	6 credits On-the-Job Training/Work experience or Career and Technical
TOTAL CREDITS	24	12

**Special Diploma Option II requirements: Complete Option 2 academic requirements; age 16 or older; employed full-time for 1 semester or more at minimum wage or higher; and complete the Individual Graduation Training Plan, as determined by the Transition IEP Team, with 100% mastery.

**Any student with a disability receiving services through an IEP may remain in school through their 22nd birthday provided they have not yet graduated with a standard diploma

**Senate Bill 4: 7-year Timeline for Implementation Requirements for Ninth Grade Cohorts
End-of-Course Assessments and Required Courses
(S. 1008.22)**

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Algebra I EOC as 30% of student grade	Algebra I EOC for credit		Algebra I EOC as 30% of student grade	Algebra I EOC for credit	Algebra I EOC for credit	Algebra I EOC for credit
Geometry credit for graduation (currently 93% graduate with credit)	Geometry EOC as 30% of student grade	Geometry EOC for credit	Geometry credit for graduation	Geometry EOC as 30% of student grade	Geometry EOC for credit	Geometry EOC for credit
	Biology credit for graduation and EOC as 30% of student grade (currently 95% graduate with credit)	Biology EOC for credit		Biology credit for graduation and EOC as 30% of student grade	Biology EOC for credit	Biology EOC for credit
		Algebra II credit for graduation (currently 82% graduate with credit)			Algebra II credit for graduation	Algebra II credit for graduation
			Chemistry or Physics (currently 74% graduate with credit) and equally rigorous course credit to graduate			Chemistry or Physics and equally rigorous course credit to graduate
Deletes Major Area of Interest requirement				1 EOC to graduate (Algebra) [EOC passing requirement may be waived for ESE students]	3 EOCs to graduate (Algebra, Biology, Geometry) [EOC passing requirement may be waived for ESE students]	3 EOCs to graduate (Algebra, Biology, Geometry) [EOC passing requirement may be waived for ESE students]

GRADUATION: NOT MEETING GRADUATION REQUIREMENTS

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

A student who needs to complete more than two credits must re-enroll in school for the following year in order to complete the necessary graduation requirements. The diploma for the original year of graduation will be destroyed. The diploma issued will reflect the year in which the student met all graduation requirements.

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

GRADUATION: HOME-SCHOOLED STUDENTS

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

GRADUATION CEREMONY

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

- A. Completion of all graduation requirements (will receive a diploma)
- B. Completion of all graduation requirements except passing the FCAT (will receive Certificate of Completion)

HOMELESS CHILDREN: EDUCATIONAL OPPORTUNITIES: SEE K-12 GENERAL INFORMATION

INTENSIVE READING INTERVENTION (S. 1003.428, 1008.22)

All students who require intensive intervention in reading as determined by the District K-12 Comprehensive Reading Plan will be placed in an intensive reading course. Once a student has met the assessment graduation requirement for a standard high school diploma with a concordant score, the student is not required to continue retaking the Grade 10 FCAT for the purpose of high school graduation.

INTERNATIONAL BACCALAUREATE

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

- C. A student will receive high school credit based on the grade received in the IB class.
- D. All students enrolled in IB courses must be working toward an IB Diploma. In order to earn an IB Diploma the student must pass at least three higher-level examinations and three standard-level examinations (for a total of six) as well as the required external and internal assessments, complete 150 hours of creative action and service (CAS) hours, complete a Theory of Knowledge course, and submit an acceptable Extended Essay.
- E. Receipt of an IB Diploma is accepted in lieu of all other requirements to earn the Florida Academic Scholars' Award of the Florida Bright Futures Scholarship Program.
- F. The IB student may take AP examinations.
- G. Juniors in the IB program taking four higher- level courses may also take one study hall due to the rigor of their schedules.

MAKE-UP WORK

After an absence, a student must arrange with the teacher for any make-up work. Students have the same number of days they were absent to make up their work except in the instance of some long-term secondary school assignments. If a secondary teacher assigns a long-term project (when a student has several days to complete the work), then the student is expected to turn in the project on the day of his or her return unless special arrangements are made and approved with the teacher in advance. Students shall be provided the opportunity to make up assigned work for all excused absences. Students have 10 days after the end of the marking period to resolve a grade of incomplete. The principal may grant an extension due to extenuating circumstances.

MATH REMEDIATION (S. 1003.428)

For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated or combined courses.

MILITARY PERSONNEL: EDUCATIONAL OPPORTUNITIES FOR DEPENDENT CHILDREN OF ACTIVE MEMBERS: SEE K-12 GENERAL INFORMATION

NOTIFICATIONS TO PARENTS/GUARDIANS

If, by the end of the fourth week of the marking period, a student is in danger of receiving a failing grade for the nine-week period, a progress report must be sent home no later than the last day of the fifth week.

Should the student be passing at that time and begin to fail later, a progress report must be sent home as soon as the potential failure becomes apparent. The teacher is responsible for maintaining documentation of parent notification.

The teacher must submit the names of students who are in danger of failing the course to the student's guidance counselor within five days after sending the progress report to the parents.

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

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

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

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

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

PARTIAL ENROLLMENT

Partial enrollment is available only to Home School students. All district-enrolled students are full-time students. They must take a full schedule of seven classes unless they are taking classes through iFlagler, in which case their full schedule may be six classes.

Home school students may partially enroll in a maximum of three classes at their home zone high school as space in courses permits. Priority for course placement will be given to district-enrolled students.

PROGRESS MONITORING PLANS (S.1008.25)

Schools must develop and implement a progress monitoring plan for each student who fails to meet certain performance levels, including scoring below Level 3 in FCAT Reading or Mathematics. The school must develop the plan in consultation with the student's parents. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an individual education plan (IEP);
2. A school-wide system of progress monitoring for all students; or
3. An individual progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting the state and district expectations for proficiency. The progress monitoring plan replaces the student academic improvement plan (AIP).

PROMOTION GRADE LEVEL TO GRADE LEVEL

Promotion from grade level to grade level:

From Grade 9 to 10 5 credits

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

Students will be promoted to the next grade at the end of the academic year. Students may not be promoted during the school year. Sophomores may not be reclassified as juniors and skip the 10th grade FCAT.

READING INTERVENTION

Students who do not meet the minimum performance standards in reading as determined by the Commissioner of Education for the statewide assessment will receive further screening for specific deficiencies using the FAIR assessments. Results from these assessments will be used to determine proper placement in intervention courses using either a research based core reading program or supplemental materials as determined by the student’s needs and approved in the K-12 Comprehensive Reading Plan. The K-12 Comprehensive Reading Plan is updated annually. The plan is reviewed and approved by the Just Read! Florida office. This Comprehensive Reading Plan includes detailed descriptions of specific intensive reading interventions and supports implemented at the district level. The Plan is posted on the district website, www.flaglerschools.com .

SENIOR CLASS RANK

For incoming freshmen in 2007-08 (Class of 2011) and beyond, there is no designated Valedictorian or Salutatorian. Honors graduates will be distinguished as follows. All classes completed by the end of the first semester of the senior year (7th semester of high school) will be included in the GPA class rank calculation.

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

STUDY HALLS

Seniors on track for graduation who do not need seven classes in order to graduate may take one no-credit study hall. Juniors in the IB program taking four higher-level courses may also take 1 study hall due to the rigor of their schedules.

TRANSFER STUDENTS: END-OF-COURSE ASSESSMENTS (S. 1008.22)

If a student transfers into a high school, the school principal must determine, in accordance with State Board of Education rule, whether the student must take an End-of-Course assessment in a course for which the student has credit that was earned from the previous school.

TRANSFER STUDENTS IN GRADE 11 AND GRADE 12: INSTRUCTIONAL OPPORTUNITIES FOR OUT-OF-STATE AND OUT-OF-COUNTY (S. 1003.433)

Grade 11 and grade 12 students who enter a district high school from out-of-state or from a foreign country shall not be required to spend additional time in a district high school in order to meet high school requirements if the student has met all requirements of the district, state, or country from which the student transferred. Such students who are not proficient in English

shall receive immediate and intensive instruction in English language acquisition. To receive a standard high school diploma, transfer students must earn a 2.0 GPA and pass the grade 10 FCAT or alternative assessment or receive FCAT concordant scores on the SAT or ACT.

TRANSFER STUDENTS: STATE UNIFORM TRANSFER OF HIGH SCHOOL CREDITS (INCLUDING HOME-SCHOOL) (SBER 6A.-1.09941)

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

- A. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection b. of this rule.
- B. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection c. of this rule.
- C. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 1. Portfolio evaluation by the superintendent or designee;
 2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 3. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 4. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 5. Demonstrated proficiencies on the FCAT; or
 6. Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least 90 days from date of transfer to prepare for assessments outlined in paragraphs c.4. and c.5. of this rule if required.

WEIGHTED GRADES

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

Weights shall be assigned to alphabetic grade equivalents as specified in the sections below.

AP and companion courses, IB, and all Dual Enrollment:

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

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

Honors courses and those identified below are weighted as follows:

Physics	All Pre-IB classes
French III and IV	Pre-Calculus
Trigonometry/Statistics	Spanish III and IV
Chemistry II	Genetics

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

All courses not named above will receive:

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

EXCEPTIONAL STUDENT EDUCATION

ELIGIBILITY AND PROGRAMS

Flagler County provides services for students with the following exceptionalities:

Autism Spectrum Disorder	Orthopedically/Impaired
Deaf or Hard of Hearing	Other Health Impaired
Developmentally Delayed (0-5)	Specific Learning Disabled
Dual-Sensory Impaired	Speech Impaired
Emotional/Behavioral Disability	
Gifted	Traumatic Brain Injured
Hospital/Homebound	Visually Impaired
Language Impaired	Intellectual Disability

Eligibility for a program is determined by State Board Rule as provided in the written document, Special Policies and Procedures for Exceptional Student. Documentation of Response to Intervention (RtI) and assessments are required for referral to most programs. Occupational and Physical Therapy are related service programs that do not stand alone.

Pre-Kindergarten: A pre-kindergarten student with disabilities shall meet the requirements specified for kindergarten students. Consistent with rules adopted by the State Board, children with disabilities who have attained the age of three years shall be eligible for admission to public special education programs and for related services under rules adopted by the school board. Children with disabilities who are deaf or hard of hearing, visually impaired, dual-sensory impaired, orthopedically impaired, intellectually disabled, emotional/behavioral disordered, specific learning disabled, language impaired, or developmentally delayed are eligible for special services. Children below the age of three may qualify for school services under dual-sensory impaired, visually impaired, or deaf or hard of hearing. If children are enrolled in other pre-kindergarten or day care programs, or are at home, they may be eligible for speech/language therapy through the Pre-K clinic or consultation services.

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

EXTENDED INSTRUCTIONAL TIME/RETENTION

A student enrolled in exceptional education programs may be retained or provided extended instructional time if dictated by the student's Individual Educational Plan for the following purposes: completing IEP goals and objectives; strengthening the educational foundation for independent functioning and lack of social emotional maturity and incomplete course requirements for promotion.

GENERAL INFORMATION

An exceptional education student is not restricted or limited to a diploma option/graduation program. Exceptional education students shall be afforded the opportunity to fully meet all standard graduation requirements and qualify for a standard diploma.

Schools shall provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

Students with a disability who choose to continue in school through the end of the year in which they reach age 22 may participate in a high school graduation ceremony and senior activities only once.

GRADUATION REQUIREMENTS

Parents of exceptional students shall be informed of the requirements for obtaining a standard diploma and other diploma options available. Diploma option/graduation programs should be discussed and agreed upon by the IEP team. This discussion should occur during a Transition IEP meeting prior to the student turning 14 or during the student's 8th grade year. The student and parent/guardian will indicate the type of diploma the student wishes to earn. Final determination shall be documented on the student's IEP. For some students with a disability, a carefully developed 5-year plan that leads to a standard diploma may be appropriate to meet graduation requirements.

A student who wishes to change the diploma type to be pursued may do so at any time through the Transition Individual Education Plan review process, which includes the IEP team recommendation and discussion of possible extra courses and time in school when the change is from a special diploma to a standard diploma. A student who elects to change diploma type must meet all requirements for graduation for that diploma.

Starting with the Individual Education Plan review, provisions for transition from school to post-school adult living is stated on the Individual Educational Plan for each student with disabilities in accordance with district procedures. Transition services will be reviewed at least annually through graduation or until the end of the year in which the student turns 22 years old.

A student enrolled in exceptional student education programs may elect to follow a program of study that results in graduation and receipt of one of the following types of diplomas: (S.1003.43)

Standard High School Diploma

- A. Unless determined otherwise by the IEP Team and documented in the IEP, any ESE student shall be considered for obtaining a standard diploma.
- B. A student enrolled in an exceptional student education program in Grades 9-12 who is seeking a standard diploma must meet all requirements for graduation as listed for a general education, non-disabled student.

- C. Access to a standard diploma for a student enrolled in Exceptional Student Education programs means that a student is permitted to enroll in applicable courses, reasonable accommodations of the student's disability are available, as needed, in general, applied technology, or ESE programs.
- D. Test accommodations are available for the Florida Comprehensive Assessment Test in accordance with state or district testing program guidelines and as indicated on the student's Individual Education Plan.
- E. State-approved course substitutions, as identified in the Florida Department of Education Course Code Directory, are permitted.
- F. General courses shall be accommodated, as necessary, to assure that students enrolled in ESE programs have the opportunity to meet the graduation requirements for a standard diploma.
- G. Accommodations to general courses shall not include modifications to the curriculum frameworks or student performance standards. When providing accommodations to career education courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on the student's Transition Individual Educational Plan. Accommodations to general or career education courses may include any of the following:
 - 1. The instructional time may be varied.
 - 2. Instructional methodology may be varied.
 - 3. The teacher or the student may use special communications systems.
 - 4. Classroom and district test administration procedures and other evaluation procedures may be accommodated to address the student's disability.

Special High School Diploma (Rule 6A-1.0996 FAC)

- A. A student who is intellectually disabled, deaf or hard of hearing, specific learning disabled, physically impaired, language impaired, dual-sensory impaired, autistic, and emotional/behavioral disordered may be awarded a special diploma upon meeting all applicable requirements prescribed by the Student Progression Plan. Nothing contained in this policy shall be construed to limit or restrict the right of a student with disabilities solely to a Special Diploma.
- B. Access points and alternate assessment: No specific standards have been identified for students with significant cognitive disabilities. These students have access to a special diploma through the alternate standards specified for other eligible students with disabilities, as indicated in the student's Individual Educational Plan.
- C. Option 1: To earn a Special High School Diploma under Option 1 a student must:
 - 1. Complete 100% of the minimum credits required for graduation (Grades 9-12) as determined by the district (Exceptional Student Education, Program of Study), at an

identified progress level of goal mastery, as determined on the student's IEP.

2. Complete the appropriate state performance standards for students with disabilities, as prescribed by the State Board of Education.
 3. Have a cumulative unweighted grade point average (GPA) of 2.0 on course work to satisfy graduation requirements.
- D. Option 2: To earn a Special High School Diploma under Option 2 a student must:
1. Be 16 years of age or older.
 2. Complete all annual goals and short-term objectives related to employment and community competencies as specified on the Individual Educational Plan.
 3. Be employed in accordance with the requirements under Option 2.
 4. Have a cumulative unweighted grade point average (GPA) of 2.0 on course work to satisfy graduation for the 12 credits required.
- E. Students under a Special Diploma Option 2 will be designated as grade 12 during the school year of the anticipated date for which graduation notice is provided and when, during an Individual Education Plan (IEP) review, it is determined and documented that:
1. The student is 16 years of age or older
 2. The student has completed Special Diploma Option 2 core academic and elective requirements
 3. The student is then ready to begin training and employment as specified in the Option 2 TIEP.
 4. Students electing to pursue a Special High School Diploma do not have to pass the Florida Comprehensive Assessment Test (FCAT).
- F. Credit may be awarded toward a special diploma when the student has not completed enough standards to be awarded credit in a general course provided the student has met the standards for the closest corresponding exceptional education course.
- G. Progress toward the completion of course credit will be monitored annually through the Individual Education Plan (IEP) review. Students may complete more than the required minimum number of credits if it is appropriate. The number of additional credits beyond the number required for graduation should be determined by an evaluation of the student and the need demonstrated by that evaluation. Students may attend school until end of the year in which they turn 22, in order to be afforded the opportunity to meet all graduation these requirements.
- H. A Certificate of Completion may be awarded to a student with disabilities who meets all the requirements of a standard high school diploma established by the

school board but does not pass the FCAT or does not qualify for an FCAT waiver or the student does not meet the requirements for a special diploma. Any student with disabilities who meets the requirement for a Certificate of Completion may receive special instruction designed to remedy the student's identified deficiencies.

- I. A Special Certificate of Completion will be available to students enrolled in exceptional education programs who do not qualify for a standard diploma, do not elect to receive a special diploma, or do not meet the requirements for a special diploma. These students must meet the established credit requirements in exceptional education courses, but do not have to pass the appropriate state identified Student Performance Standards for Exceptional Students or FCAT. The use of Pass/Fail grades may be used for those exceptional students with disabilities who are to receive a Special Certificate of Completion.
- J. A Special Certificate of Attendance: A special certificate of attendance may be given to a student with disabilities who, because of the nature of the disability, is not able to complete the requirements for other diploma choices. Each case must be reviewed by the staffing committee and a recommendation submitted to the Director of Exceptional Student Education. The Director of Exceptional Student Education will make the final decision concerning those eligible to receive the Special Certificate of Attendance.

HOME INSTRUCTION

Exceptional students may be provided instruction in the home or an alternate setting when the staffing committee determines that instruction is most appropriately delivered in this manner for the safety and well being of the student or others with whom contact is probable. Documentation must be presented to show that a school-based program has not been successful or appropriate to meet the student's individual educational needs. Home Instruction must be reviewed every 45 school days or less. Grades are based on completion of course requirements and goals as outlined in the student's IEP. Home Instruction is an instructional program for an ESE student, not a disciplinary procedure.

HOMEBOUND OR HOSPITAL SERVICES

A homebound or hospitalized student is a student who has an illness or medical problem that confines the student to home or hospital and restricts activities for an extended period of time. A licensed physician who is qualified to assess the student's condition makes the medical diagnosis.

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

An Individual Education Plan (IEP) shall be developed or revised prior to assignment to the homebound or hospitalized program placement.

Students are dismissed from the program when the physician and/or school personnel recommend that the student no longer requires participation in the program and is ready to return to school.

Further information is in the Flagler County School District Special Programs and Procedures for Exceptional Education Students document.

PROGRAMS OF STUDY

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

- A. **Elementary School:** At the time of the Individual Educational Plan (IEP) development, the exceptional education teacher will notify parent/guardian of students enrolled in exceptional student education (ESE) programs about accommodations and/or modifications to the general education program which will be made to allow for maximum benefit to the student.
- B. **Middle School:** Students with disabilities shall be enrolled in a program of studies as determined through the Individual Education Plan process. It is recommended that students who are interested in pursuing a standard diploma meet requirements for middle school students as listed under the general middle school requirements. General courses shall be accommodated, as necessary, to assure that students enrolled in ESE programs have the opportunity to meet the course requirements. Accommodations to general courses shall not include lowering expectations of the curriculum frameworks or student performance standards. Otherwise, students with mild to moderate disabilities may be enrolled in an appropriate curriculum to include ESE academic and exploratory courses. Courses and standards for students with moderate to severe disabilities shall be determined through the Individual Education Plan process with an emphasis on functional curriculum. Starting with the IEP review that occurs just prior to a student's 14th birthday, transition service needs will be identified as they apply to the course of study.
- C. **High School:**
 1. Students with disabilities may be scheduled into Level 1 courses with justification. A written assessment of the student's ability, a statement of need for the Level 1 course, and the course title must be documented on the student's Individual Education Plan (IEP). Signatures of the principal or administrative designees, school counselor, General Education Teacher, ESE Teacher and parent/guardian or student if 18 years of age or older will be obtained in accordance with IEP procedural guidelines and IDEA mandates.

2. Before the student graduates from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent with the results of the assessment. The Department of Education has determined that since FCAT assesses certain Education Goal 3 standards that were developed from a U.S. Secretary of Labor's report on necessary skills. (S. 1006.02(4))
3. Students with disabilities may be enrolled in exceptional, general, or career education courses. Students seeking a Special High School Diploma may elect to pursue programs of study under Option 1 or Option 2 as described below.
4. A student with disabilities who is enrolled in general courses and is seeking a standard diploma and who shows signs of failing the course may be rescheduled into the corresponding exceptional student education course, which may affect diploma choice and requirements. The student will be taught using a curriculum that parallels the objectives taught in the general program. If, in this instance, the student cannot complete the course objectives, the parent/guardian should be notified immediately. The parent/guardian must be informed that the student will not receive the required credit toward a standard diploma. If the student passes the standards for the exceptional student education course, the student may be given elective credit toward a standard diploma or required credit toward a special diploma.
5. Students with disabilities may elect to pursue either Special High School Diploma Option 1, focusing on acceptable progress towards the student performance standards, or Special High School Diploma Option 2, focusing on acceptable progress towards the employment and community competencies. Two paths toward achieving a Special High School Diploma are available.
 - a. Path 1: A student who has mastered all requirements for graduation under a Standard High School Diploma but who has not passed or attained the FCAT score determined by the Department of Education or does not qualify for the FCAT waiver may elect a Special High School Diploma.
 - b. Path 2: Students functioning at Independent through Supported levels are responsible for earning the credits required for graduation as listed below. Students functioning at an independent level are capable of working and living independently but may need occasional assistance. They need functional academics and functional daily living and working skills. Students functioning at a supported level are capable of living and working in supported settings. They need skills addressing daily living tasks, working skills, and activities that can maximize independence and personal effectiveness.

Option 1: Graduation Requirements *

English/Language Arts/Reading	4
Mathematics	4
Science	3
Social Studies	3
Health and Safety	1
Vocational	3
Physical Education	1
Personal Social Skills	1
Electives	4
Total	24

Option 2: Credit Requirements *

English/Language Arts	1
Mathematics	1
Physical Education/Health and Safety	1
Science	1
Social Studies	1
Vocational	1
Electives/Career and Technical Education	6
Total	12

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

6. Students attending the Transitions program through the Flagler Technical Institute must select an Option 1 or Option 2 diploma and be enrolled in a high school. The student may be scheduled for at least one period on campus in addition to FTI and/or a work site. No student shall be considered for the Transitions Program prior to turning 18 years of age and completion of at least half of the required credits for the selected diploma option. The IEP team must review progress and document services.
7. Certificate of Completion: Students functioning at Supported through Participatory levels are responsible for earning the credits required for graduation as listed. Because of the severity of the disabilities involved with this student population, the credits to be earned are designed to fit the needs of the population. Students functioning at a supported level are capable of living and working in supported settings. They need skills addressing daily living tasks, working skills, and activities that can maximize independence and personal effectiveness. Students functioning at a participatory level are capable of participating in major life activities and will require extensive support systems. They need opportunities for participation in tasks and activities of daily living.

The student may earn multiple credits in a course listed as an Exceptional Student Education course, provided the content and standards represent different student outcomes. For

example, Orientation and Mobility may be taken more than once with a student learning different or higher-level skills each succeeding time credit is earned. A student seeking a special diploma may be scheduled into classes with students seeking a standard diploma if it is appropriate. However, course objectives and expectation levels must be modified for those students seeking a special diploma.

PROMOTION/ACCELERATION

Determination of the appropriate progression of the student enrolled in Exceptional Student Education will be based on acceptable progress towards the identified instructional objectives in compliance with the Individual Education Plan and the number of earned credits. The exceptional education teacher(s) and/or general education teacher(s) has the primary responsibility for determining each student's level of performance and ability to function academically at the next grade level subject to review and approval by the Principal.

Students in the Exceptional Student Education program who follow the general education program, participate in the state assessment (FCAT) and are working toward a standard diploma must meet the same guidelines for promotion as a general education student.

In order to be promoted to high school, middle school students in self-contained ESE classes must be successful in the same number of core classes as are required for general education students, using the ESE course equivalent classes. They must also meet the career course requirement, unless their IEPs state otherwise. Details are in the Middle School section of this Student Progression Plan.

Students with disabilities who complete ESE courses full time, or modified courses and participate in alternate assessment, must show progress as documented by Access Points and Individual Education Plan (IEP) goal mastery at each grade level for promotion. These students may meet criteria for a Special Diploma or Certificate of Completion. A Special Certificate of Completion may be considered for the most severely disabled students who do not meet IEP Mastery or course credit requirements.

Acceleration for exceptional students shall follow the same procedures outlined for general education students. The determination is documented as a part of the student's IEP/EP.

TESTING: STUDENT PARTICIPATION IN STANDARDIZED TESTING

Students with exceptionalities are expected to participate in the state-testing program. If a student with a disability has a current Individual Educational Plan (IEP) and has been assigned to a special program according to State Board Rules and the student demonstrates cognitive ability that prevents him/her from taking the tests even with allowable accommodations, the student may be excluded from taking the tests. If a student with a disability is determined to be excluded, the IEP must document why the assessment is not appropriate and what alternate assessment procedure will be used. This follows the requirements according to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

Students eligible for consideration are those students with disabilities:

- A. Who are currently seniors in high school who have an individual educational plan (IEP), and for whom the FCAT is the graduation test;
- B. Who have met the district's graduation requirement of 24 credits/courses and 2.0 cumulative grade point average (GPA), and any other state district requirements for graduation with a standard diploma;
- C. Who have taken the FCAT at least once in the 10th grade and once in the 11th grade, but have not attained a passing score; and
- D. For whom the IEP team determines that the FCAT cannot accurately measure the student's abilities, taking into consideration allowable accommodations.

Students with disabilities may be recommended for any of the following test options, as indicated on the Individual Educational Plan: regular testing format, testing with accommodations, or alternate assessment. Participation in alternate assessment may be permitted for selected students only when all of the following criteria are met:

- A. The student is unable to master the Next Generation Sunshine State Standards, even with appropriate and allowable course modifications;
- B. The student's demonstrated cognitive ability is the primary reason for the inability to master these standards;
- C. The student is participating in a modified curriculum based on competencies in the Sunshine State Standards Access Points for all academic areas;
- D. The student requires extensive direct instruction in academic and vocational competencies as well as domestic, community living, and leisure activities;
- E. The student has deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings.

Participation in alternate assessment does not mean that students are exempt from meeting appropriate state adopted Sunshine State Standards and/or Student Performance Standards for Exceptional Students (Access Points). The identification of appropriate performance standards is reflected in the Individual Education Plan.

ADULT EDUCATION

CERTIFICATION OF COMPLETION (S. 1003.43)

Certificate of Completion: Students who have accrued the credits required for graduation with an Adult Education high school diploma, but are unable to demonstrate mastery of the Student Performance Standards, pass the FCAT or approved alternative assessment, or meet the 2.0 grade point average requirement as required by Florida Statute, shall be awarded an Adult Education Certificate of Completion in a standard form as prescribed by the State Board of Education.

CREDIT REQUIREMENTS

No credit shall be awarded to any student except where the requirements of the Florida State Board of Education Regulations and the Flagler County School Board Policy have been met.

GRADUATION REQUIREMENTS

A student who has met the following requirements may be awarded a diploma through the Adult Education Program.

Satisfactorily complete the credit requirements for a regular high school diploma as specified in State law with the following exceptions (S. 1003.43)

- A. The $\frac{1}{2}$ credit required for physical education may be satisfied with an elective credit.
- B. The laboratory component of the science requirement may be waived.
- C. Any art, dance, drama or music that is listed in the DOE Course Code Directory may be used to satisfy the $\frac{1}{2}$ performing fine arts credit requirement.

Demonstrate mastery of the Student Performance Standards

Pass the Florida Comprehensive Assessment Test or approved alternative assessment.

Earned at least two credits through the Adult Education Program

Graduate on a date no earlier than he/she would normally have graduated if he/she were graduating through the regular high school program, unless assignment had been made by the School Board to the Adult Education Program based upon one of the purposes set forth in School Board Rule 6A-6.6.14.(2).

REGULAR HIGH SCHOOL RE-ENTRY

Students who withdraw from the regular high school program and subsequently enroll in the Adult General Education Program shall be permitted to re-enter the regular high school program with the written permission of the regular high school principal and the Adult Education administrator.

Students may transfer no more than seven credits earned in the Adult Education Program into the regular high school program at the semester breaks only. Graduating seniors may transfer no more than two Adult Education credits of the seven during the last nine weeks prior to graduation.

Students may not take an Adult Education Program course that duplicates previous courses taken except for the following reasons: (S. 1003.428)

- A. Such course was previously failed and is a requirement for graduation.
- B. Grade improvement is needed for a course in which the student has received a grade of D.

Regular high school students enrolled in the Adult Education Program must abide by the rules and regulations concerning attendance, course participation, and discipline in order to continue enrollment in the courses.

Students who withdraw from the high school to attend Adult Education may transfer back to the high school only at the semester break. They must be on track for graduation.