

STUDENT PROGRESSION PROCEDURES FILE: I A

TITLE: Student Progression Plan

POLICY:

Charter School District Qualifier

The Orange County Student Progression Plan contains all required elements as stated in Florida Statutes. Due to the status of Orange County Public Schools as a Charter School District, waivers from requirements in the Student Progression Plan may be obtained subsequent to the approval of the Student Progression Plan. Such waivers will take precedence over and may replace a component of this plan. Prior to revisions to this plan based on annual legislation and technical assistance from the Florida Department of Education, it is understood that current and future Florida Statutes are applicable to district practice and compliance and take precedence over the items in this document.

Required Public Notice and Report

To comply with S. 1008.25, Florida Statutes, 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: provisions of the law relating to public school student progression and the district's policies and procedures on student retention and promotion. By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the FCAT Reading will be reported. By grade, the number and percentage of all students in grades 3-10 will be reported. Information on the total number of grade 3 students promoted for good cause, by each category of good cause will be reported. Any revisions to school board policy on retention and promotion from the prior year will be reported.

Language Enriched Pupils K -12

Schools are to follow all procedures stated on the approved District ELL Plan 2004 -2007 and the ELL–Committee Meeting Procedural Handbook for any educational decisions for ELL: placement, promotion and retention. The ELL Committee, functioning in accordance with Rules A-6.0900 – A6-6.90, F.A.C., and 19090 League of United Latin American Citizens et al. State Board of Education et al. Consent Decree, will make the appropriate decisions regarding the proper placement of English Language Learners (ELL) in the school district.

Student Progression – Elementary

Developmentally appropriate curriculum guidelines based on national and state standards have been developed by the district in the Comprehensive Academic Achievement Plan (CAAP) and the Curriculum, Instruction, Assessment (CIA) guidelines. The district will provide support and assistance to schools and teachers in the implementation of research-based, effective instruction to produce student achievement in the Sunshine State Standards including reading and math.

Progression through the elementary grades shall be determined by the student's progress and achievement in the student outcomes approved by the superintendent. The student outcomes are based on performance standards approved by the State Board of Education. District standards approved by the superintendent for evaluating student performance are based on

how well a student masters the Sunshine State Standards by evidence of FCAT scores, alternative tests and other student work that demonstrate performance equivalent to FCAT Level 2 or above.

Report Cards

Each student and his/her parent are to be informed of the student's academic progress. A report card will be issued at grading period intervals. The report card will clearly depict and grade the student's academic performance in each class or course based on examinations as well as written papers, class participation, and other academic performance criteria. The report card will depict the student's conduct and behavior, as well as student attendance. The final report card for a school year shall contain a statement indicating end of year status, performance or non-performance at grade level, behavior, attendance, and promotion or non-promotion. The district may use a separate report notice for statement of promotion or non-promotion.

Retention and Promotion

A placement committee consisting of the principal, the classroom teacher, counselor, parent and other appropriate personnel shall consider student progression matters including initial placement, non-promotion and promotion with remediation. Consideration shall be given to physical, emotional and social readiness, attendance record, previous school records, a first language other than English, participation in alternative program, academic progress and parental input. The principal has the responsibility for all final decisions regarding initial placement, non-promotion and promotion with remediation. Each student's progression from one grade to another shall be determined, in part, upon proficiency in reading, writing, science and mathematics, including specific levels of performance on statewide assessments at selected grade levels as determined by the Commissioner of Education. Retention decisions should be based on more than a single test score. If a student's performance shows substantial deficiency, it is recommended that retention occur in the early grade levels of kindergarten through grade 2 prior to grade 3. Students in grades 3-5 who score below FCAT Reading Level 2 (or whose performance on other grade level work shows non-proficiency) must be retained to have extra time to develop reading skills and mastery unless they are able to demonstrate reading performance equivalent to FCAT Level 2 as prescribed in state statute and district guidelines. Students who do not meet these performance levels must receive remediation or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style, areas of need and other contributing factors. An appropriate alternative placement must be provided for a student who has been retained two or more years. The nature of the placement will be determined with guidance by the district to the school. Based on evidence of proficiency in accordance with state rules, promotion may occur during the school year.

Assessment Test Performance and the Progress Monitoring Plan (PMP)

Each student must participate in district and statewide assessment tests in reading, writing, science and mathematics at grade levels designated by the state. The district expectations of performance standards in reading, writing, science, and mathematics for each grade level are the state's expectations of levels of performance as determined by the State Board of Education. Each student who does not meet district specific levels of performance for student progression in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math must be provided with additional diagnostic assessments identified by the district and school to determine the nature of the student's areas of academic

need. For all elementary students in grades 3-5 with FCAT Level 1 scores in reading or math, or with a FCAT writing score below a Level 3, a progress monitoring plan must be enacted. To meet the provisions of FS 1008.25, a schoolwide system of progress monitoring is to be used for students in grades K – 3 who show substantial deficiency in reading, writing or mathematics as determined by various assessments. Any student with deficit(s) in reading is to be given additional diagnostic assessment as determined by the district in the five required reading areas of phonemic awareness, phonics, fluency, vocabulary and comprehension as needed. The desired level of performance will be identified. The school must develop the progress monitoring plan in consultation with the student's parent or legal guardian. The purpose of the progress monitoring plan is to assist the student in meeting state and district expectations for proficiency. The schoolwide progress monitoring system must include the provision of intensive remedial instruction and support services in the areas of weakness. Strategies may include, but are not limited to: summer school, dropout prevention services, parent tutorial programs, contracted academic services, exceptional education services, modified curriculum, reading instruction, after school instructions and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development program. The plan should clearly identify the specific diagnosed academic needs to be remediated, the success-based intervention strategies to be used; a variety of remedial instruction to be provided; and the monitoring and reevaluation activities to be employed.

The progress monitoring plan used in the district will meet all specifications of statute and be a schoolwide system of progress monitoring to identify individual assistance to be given to remedy the student's individual, identified deficiencies in order for the student and school to meet state and district expectations for proficiency. The plan is not a single form or folder. It is a set of actions and may contain multiple papers with documentation located in multiple locations from multiple data sources.

If the documented deficiencies for reading, mathematics and/or writing are not corrected in accordance with the progress monitoring plan the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education on the statewide assessment test in reading, writing, science and mathematics must continue remedial or supplemental instruction until the expectations have been met or the student graduates from high school or is no longer subject to compulsory school attendance.

The school district is required to administer the Florida kindergarten readiness screening to each kindergarten student within the first 30 days of school. Children who enter public school for the first time in the first grade must be administered the screening adopted for use in first grade. The screening is based on performance standards adopted by the Florida Department of Education under S. 1002.67(1).

Retention in Grades 3 – 5

Students who exhibit substantial deficiency in reading, based on locally determined assessments, conducted before the end of grades K-3, or based on teacher recommendation, must be given intensive reading instruction immediately following the identification of the reading deficiency and continue to be given intensive reading instruction, until the reading deficiency is remedied. Students must have their reading proficiency reassessed by locally determined assessments or through teacher observation at the beginning of the grade following the intensive instruction. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by S. 1011.62(8), F.S., shall include instructional

and support services to be provided to meet the desired levels of performance. Low performing students may be required to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

The parent of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing that a deficiency has been identified. Each elementary school shall regularly assess reading ability of each K-3 student and immediate parent notification will occur if a deficiency is found. The school is to consult with the parent on the explanation of the deficiency in understandable terms regarding the difficulty in learning and lack of achievement in reading, the intensive instruction for remedy and the progress monitoring plan for academic improvement. Further, a description of current services provided to the child and a description of proposed instructional services and supports to remediate the areas of reading deficiency will be given. Notice of mandatory grade 3 retention must also be included with reference to limited exemptions for good cause. This reference is to explain that the FCAT is not the sole determiner of promotion and exemptions include other assessments and evaluations of portfolio work to prove proficiency at grade level and readiness for promotion. This notice must also state that during the year of retention if the student demonstrates the ability to read at grade level based on portfolio criteria or approved assessments then promotion may be approved. All specified rules of the State Board of Education will be followed. The notice will include strategies that the parent can use in helping the child achieve reading proficiency.

If the student's reading deficiency, as determined by locally determined assessment, at grades K – 3 or by the statewide assessment at grade 3, is not remedied by the end of grade 3 and if the student scores below the specific level of performance on the statewide assessment in reading, the student must be retained. If a grade 3 student scores below a Level 2 on FCAT Reading, then the student must be retained to have extra time to develop reading skills mastery. A student may be exempted from third grade mandatory retention only in the limited definitions of the Good Cause Exemption legislation detailed in s. 1008.25, FS.

- The student qualifies for second language learner services, has had less than two years of instruction in that program, and the LEP committee recommends promotion for the student. An LEP committee meeting to discuss the student's promotion/retention is required.
- Student with disabilities has an individual education plan (IEP) that indicates participation in statewide assessment is not appropriate, consistent with the State Board of Education rule. ESE students will participate in FCAT assessment unless the IEP Team has determined that alternate assessment is appropriate. The IEP Team must make a recommendation to the principal about a student's promotion/retention in accordance with the law.
- A score on an alternative standardized reading test demonstrates that the student is reading on grade level or the equivalent of Level 2 performance on the appropriate FCAT Reading test. The review of this evidence should lead to the conclusion that the student's reading achievement is higher than his/her FCAT Reading score indicates. The state has approved two alternative test scores:

1. Grade 3 reading NRT portion of the FCAT: Score must be at or above the 45th percentile (or updated percentile from the state).
2. Alternative Test: SAT-9 Score must be at or above the 51st percentile. The SAT 9 can be administered only one time. The earliest it can be administered is following the receipt of the FCAT results or during the last two weeks of school, whichever comes

first. It may be given in June or during the following school year. Determination of when to administer the test should be based on the individual student's readiness for a successful testing score.

- Documented evidence, selected by the teacher, and placed in a student portfolio, demonstrates that the student is reading on grade level or the equivalent of Level 2 performance on the appropriate FCAT Reading test. The portfolio contents must be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom. The portfolio must contain the contents listed below:

1. Evidence is provided that the benchmarks assessed by the grade 3 reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words with an average of 350 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Sunshine State Standards.
2. The portfolio contents must be an organized collection of evidence of the student's mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the grade 3 reading FCAT. For each benchmark, there must be at least five examples of mastery as demonstrated by a grade of "C" or above.

- Student with disabilities has participated in FCAT assessment and has IEP or 504 plan that indicates he or she has received intensive remediation in reading for more than 2 years and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

- The student has received intensive remediation in reading for two or more years and has been retained for a total of two years in kindergarten, first, second, or third grade. The student must be provided with an altered instructional day in fourth grade and the progress monitoring plan must include specialized diagnostic information and reading strategies based on that diagnostic information.

District guidelines specify these exemptions and conditions as stated in law. District guidelines contain the process for establishing, documenting and submitting the exemption request for approval by the Superintendent. Students who are retained in grades 4 and 5 may be exempted from retention in the limited definitions of exemptions as approved by the superintendent. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Students retained under the provisions of s. 1008.25(5)(b), F.S., must be provided intensive interventions in reading to remedy the student's specific reading deficiency, identified by valid and reliable diagnostic assessment determined by the district. Interventions must include effective instructional strategies, summer reading camp, and teaching methodologies targeted to building successful reading skills, achieving at or above grade level proficiency and readiness for promotion to the next grade. The district shall review the progress monitoring plan for all retained third graders. Additional intensive supports and services to remediate areas of reading deficiency shall be addressed and provided, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include reduced ratios, small group instruction, frequent progress monitoring, tutoring, extended school hours, and other recommended strategies. A portfolio of work for each student will be maintained. Those students who qualify for good cause exemption through the portfolio must be

given the opportunity to have a portfolio. The parent notice of retention for a third grade student due to reading deficiency, must state the reason for retention and the reasons why the child is not eligible for good cause exemption. A description of the proposed interventions and supports for the child to remediate the reading deficiency must be included. Students who are retained will be assigned to high-performing teachers as determined by student performance data and above satisfactory performance appraisals.

Parents of retained third grade students will be provided with one of the following: tutoring beyond regular school hours in scientifically research-based reading services; a “Read at Home” plan outlined in a parent contract including guided home readings and participation in Families Building Better Readers Workshops; or, a mentor or tutor with specialized reading training.

A Reading Enhancement and Acceleration Development (READ) initiative will be implemented by the district with the focus of preventing retention of grade 3 students and to offer intensive accelerated reading instruction to retained grade 3 students and to each K-3 student identified with a reading deficiency as assessed in the five reading components. These services are to be provided within the school day in addition to the regular reading instruction. A state approved reading curriculum reviewed by the Florida Center for Reading Research must be provided that meet the specifications as stated in statute. For those children who will be retained in grade 3 for more than one time, the school, where applicable, will provide an intensive acceleration class to increase a child’s reading level by two grade levels in one school year. This effort will meet the specified requirements of statute for curriculum, goals, instruction, monitoring, setting and time use. Reporting to the Department of Education on student progress will occur at the end of the first semester. A report to the State Board of Education will also be completed on the interventions and support used by the district for students who have been given intensive reading instructional services and who have been retained in grade 3 and still are not passing the FCAT Reading, a transitional instructional setting may be designed for the student to experience and master grade 4 standards while receiving remediation in the areas of reading deficiency.

Each school must establish, where applicable, an intensive acceleration class for retained grade 3 students who subsequently score at a Level 1 on the reading portion of the FCAT. The focus of the intensive acceleration class shall be to increase a child’s reading level at least two grade levels in one school year. (This class is for a student who would be spending his third year in third grade. Applicable schools are those with retained grade 3 students who subsequently score at Level 1 on FCAT reading. Through this class, a retained third grader could be promoted from third grade to fifth grade.) The intensive acceleration class must:

--- Be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT

--- Have a reduced teacher-student ratio

--- Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas

--- Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year

--- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist. (This provision does not mandate the use of a speech and language pathologist but rather allows the speech and language pathologist to be involved in designing the intensive accelerated class and, through multi-stream funding, work with certain students whose diagnosed reading deficiencies might best be addressed by a speech and language pathologist.)

--- Include weekly progress monitoring measures to ensure progress is being made.

--- Report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester (Reporting DIBELS data via Progress Monitoring Reporting Network – PMRN).

--- Report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level.

--- Provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency. (The primary factor is what is being provided to help the student catch up, not where it is being provided.)

Parental Notice and Annual Reporting of Progress

The parents or guardians of a student not making adequate progress toward promotion must be notified in writing by the beginning of the third grading period and given an opportunity to meet with the placement committee.

Progress of the student toward achieving state and district expectations for proficiency in reading, writing, science and mathematics and the student's results on each statewide assessment test must be reported annually in writing to the parents or guardian of each student. The report will be developed by the district and is adopted by the school board in the approval of this Student Progression Plan. The evaluation of this progress must be based on:

- classroom work
- observations
- tests
- district and state assessments
- other relevant information

Allocation of Resources

The allocation of remedial and supplemental instruction resources for students shall occur in the following priority: first, students who are deficient in reading by the end of grade 3. The next priority shall be given to students who fail to meet performance levels required for promotion.

Graduation

There will be no graduation exercises in the elementary schools.

Accelerated Placement

Accelerated education experiences should be provided students within their assigned grade levels. Accelerated placement of students in succeeding grade levels may be considered for students who demonstrate exceptionally rapid mastery of grade level objectives and who have attained an adequate level of social maturity. A placement committee consisting of the principal, the classroom teacher, parent and any other personnel designated by the principal will make recommendations concerning accelerated placement. The parent(s) or guardian(s) of students considered for accelerated placement must be consulted. Parental consent must be provided in writing. The principal has the responsibility for final decisions regarding placement.

Where accelerated educational experiences seem indicated for an individual student, programs for the gifted shall be the first alternative for placement

Student Progression - Grades 6-8

Developmentally appropriate curriculum guidelines based on national and state standards have been developed by the district in the Comprehensive Academic Achievement Plan (CAAP) and the Curriculum, Instruction, Assessment (CIA) guidelines. Performance is based on the Sunshine State Standards. Students are to be scheduled into interdisciplinary academic teams for instruction in English/language arts, mathematics, science, and social studies. English/language arts will include reading, writing, speaking, and listening. Units in alcohol, drugs, tobacco, sexuality education and HIV/AIDS infection shall be offered in grades 6-8. The middle school curriculum will also include critical thinking and computer literacy skills. Physical education, exploratory vocational/fine arts experiences, and other elective courses will comprise the remainder of the middle school schedule. The district will provide support and assistance to schools and teachers for implementation of research-based, effective instruction to produce student achievement in the Sunshine State Standards including reading and math.

Required Curriculum

- 1) Three years in mathematics.
- 2) Three years in English to include experiences in reading, writing, and speaking. Developmental reading shall be provided at each grade level for those students for whom the district deems such reading instruction appropriate.
- 3) Three years in science, to include instruction in life science, physical science and earth/space science.
- 4) Three years in social studies to include the study of the United States and world geography, civics, and Florida history.
- 5) Physical education shall be regularly scheduled each year.

Students who have special interest/talent in music may elect one semester of band, orchestra, or chorus in grade six in lieu of the exploratory wheel course. Seventh and eighth grade students may elect to take a full year of music in lieu of the exploratory course.

Alternative assessment methods, scheduling patterns, and the combining of courses may be employed by schools for the accomplishment of student achievement or school improvement projects with the approval of the superintendent or designee.

Report Cards

A report card will be issued at grading period intervals. The report card will clearly depict and grade the student's academic performance in each class or course based on examinations as well as written papers, class participation, and other academic performance criteria. The report card will depict the student's conduct and behavior, as well as student attendance. The middle school report card will have semester grade columns to use for the recording of high school subject grades only. The final report card for a school year shall contain a statement indicating end of year status, performance or non-performance at grade level, behavior, attendance and promotion or non-promotion. The district may use a separate report notice for statement of promotion or non-promotion.

Grading Scale and Computation of Grade Point Average (GPA) Grades 6-12: Unweighted

The grading system and interpretation of letter grades will be as prescribed by state statute. The unweighted grading scale will be:

Grade	Percentage	Grade Point Average Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

Regular Promotion Requirements

To meet regular promotion requirements, students must successfully pass the equivalent of four full-year courses, three of which must be from the areas of English/language arts, mathematics, science and social studies and demonstrate performance in reading equivalent to FCAT Level 2. District standards for evaluating student performance are based on how well a student masters the Sunshine State Standards by evidence of FCAT scores, or other student performance that demonstrates reading proficiency equivalent to FCAT Level 2. The promotion requirement for entering sixth graders in 2006-2007 to be promoted from eighth grade involves the successful completion of three years of English, math, science and social studies. A semester course in career and education planning is also required. For students who fail a required course, course recovery procedures will be according to FDOE guidelines. As part of the requirements for middle grades promotion to ninth grade (for entering sixth graders in 2006-2007), the student will have been enrolled in a career and education planning course in the 7th or 8th grade. The course may be taught by any member of the instructional staff. It 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 Web site <http://www.FACTS.org>; and shall result in the completion of a personalized academic and career plan (e pep). Each student's plan must be signed by the student's guidance counselor or academic advisor and the student's parent/guardian.

Each student's progression from grades six through eight to another shall be determined, in part, upon proficiency in reading, writing, science and mathematics, including specific levels of performance on statewide assessments at selected grade levels as determined by the Commissioner of Education. Retention decisions should be based on more than a single test score. If a student in grades 6-8 scores below FCAT Reading Level 2 (and performance on other grade level work shows non-proficiency), then the student is to be retained to have extra time to develop the reading skills necessary for success in high school unless the student is able to demonstrate reading performance equivalent to FCAT Level 2. Students who do not meet these performance levels must receive remediation or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style, areas of need and other contributing factors. A student may be exempted from retention in the limited definitions of exemption as approved by the superintendent. District guidelines contain the process for establishing, documenting and submitting the exemption request or the recommendation to promote with remediation for approval by the superintendent.

Course Recovery for Middle School Students

The promotion requirement for entering sixth graders in 2006-2007 to be promoted from eighth grade involves the successful completion of three years of English, math, science and social studies. If a student fails one of these academic subjects, the following options of course recovery for middle school grades are possible. For students who fail a required course, course recovery procedures will be according to FDOE guidelines. It is not recommended for practice that a student repeat a grade because of failing one academic course. Consistent with current practice, three of four academic courses must be passed for promotion.

Strategies for course recovery include;

1. Module Recovery—Students who fail a course are given course recovery status if they demonstrate proficiency in the subsequent course during the first 9 weeks. Proficiency is demonstrated by alternative assessment, portfolio or grade in subsequent course. (A grade of no higher than a C can be awarded as recovery for the failing grade.)
2. Tutoring Services before or after school concurrently with the course to be used as evidence of demonstrating proficiency in skills taught during the previous terms
3. Summer School for course recovery
4. Competency-based program either on line or in tutorial format (similar to credit retrieval done in the high schools).
5. FLVS.

Required Parent Meeting on Curriculum

Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.

Middle Grades Reform Act

The Middle Grades Reform Act purposes to provide added focus and rigor to academics in the middle grades (grades 6 – 8). Each public school, including charter schools, with fewer than 75 percent of its students reading at or above grade level in grade 6, 7 or 8, as measured by a score of level 3 or above on FCAT during the prior school year, must incorporate by October 1 a rigorous reading requirement for reading and language arts programs as the primary component of its school improvement plan. The DOE will provide a list of schools required to implement this component and shall provide technical assistance to implement the rigorous reading requirement to school districts and school administrators. The purpose of the requirement is to assist each student to be prepared for entry into high school. All the specified components to be addressed will be implemented regarding the five reading components, desired levels of performance, instructional and support services, and research-based reading activities. Quarterly school reports on student progress toward increased reading achievement will be given to the superintendent. Results of the school's reading requirement will be used in the annual evaluation of the school's instructional and administrative personnel as specified in s. 1012.34, F.S.

Assessment Test Performance and the Academic Improvement

Each student must participate in district and statewide assessment test in reading, writing, science and mathematics at grade levels designated by the state. The district expectations of performance standards in reading, writing, science and mathematics for each grade level are the state's expectations of levels of performance as determined by the State Board of Education. Each student who does not meet district specific levels of performance for student progression in reading, writing, science and mathematics for each grade level, or who scores below Level 3 in reading or math must be provided with additional diagnostic assessments identified by the district and school to determine the nature of the student's areas of academic need. A progress monitoring plan must be enacted for all students who score below an FCAT Level 3 in reading, math or writing. Any student with a progress monitoring plan is to be given additional diagnostic assessment in the five required reading area of phonemic awareness, phonics, fluency, vocabulary and comprehension. The desired level of performance will be identified. The school must develop the progress monitoring plan in consultation with the student's parents or legal guardian.

The purpose of the progress monitoring plan is to assist the student in meeting state and district expectations for proficiency. Each plan must include the provision of intensive remedial instruction and support services in the areas of weakness. Strategies may include, but not be limited to: summer school, dropout prevention services, parent tutorial programs, contracted academic services, exceptional education services, modified curriculum, reading instruction, after school instructions and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development program. The plan should clearly identify the specific diagnosed academic needs to be remediated, the success-based intervention strategies to be used, a variety of remedial instruction to be provided and the monitoring and reevaluation activities to be employed.

The progress monitoring plan used in the district will meet all specifications of statute and be a schoolwide system of progress monitoring to identify individual assistance to be given to remedy the student's individual, identified deficiencies. The progress monitoring plan is not a form or folder. It is a set of actions and may contain multiple papers with documentation from multiple data sources.

If the documented deficiencies for reading, mathematics and/or writing are not corrected in accordance with the progress monitoring plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of

Education on the statewide assessment tests in reading, writing, science and mathematics must continue remedial or supplemental instruction until the expectations have been met or the student graduates from high school or is no longer subject to compulsory attendance. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. An appropriate alternative placement determined by the district and school must be provided for a student who has been retained two or more years.

Parental Notice and Annual Reporting of Progress

Progress of the student toward achieving state and district expectations for proficiency in reading, writing, science and mathematics and the student's results on each statewide assessment test must be reported annually in writing to the parents or guardian of each student. The report will be developed by the district and is adopted by the school board in the approval of this Student Progression Plan. The evaluation of this progress must be based on:

- classroom work
- observations
- tests
- district and state assessments
- other relevant information

The parents or guardians of a student not making adequate progress toward promotion must be notified in writing at the beginning of the third grading period and given an opportunity to meet with the placement committee.

Graduation Ceremony

There will be no formal graduation exercises for middle schools.

Student Progression – Grades 9-12

Developmentally appropriate curriculum guidelines based on national and state standards have been developed by the district in the Comprehensive Academic Achievement Plan (CAAP) and the Curriculum, Instruction, Assessment (CIA) guidelines. Performance is based on the Sunshine State Standards. The district will provide support and assistance to schools and teachers for implementation of research-based, effective instruction to produce student achievement in the Sunshine State Standards including reading and math.

Students must earn a minimum of 24 credits, grades 9-12, or complete an International Baccalaureate curriculum or an Advanced International Certificate of Education curriculum. The school board may authorize graduation requirements in excess of the minimum state requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase. If a student participates in an accelerated graduation option plan, then the defined amount and type of credits of that plan will be required.

Students entering the ninth grade in the 2000-2001 school year and thereafter must have a minimum cumulative grade point average of 2.0 on 4.0 scale to meet graduation requirements. All courses taken must be included in the calculation of the cumulative grade point average required for graduation unless the grade has been replaced by retaking the course according to the district forgiveness policy. Note: The grade forgiveness limitation does not apply to grades earned in high school courses taken below grade nine. In this case, grades earned above “D” may also be re-taken for forgiveness.

At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative GPA of less than 0.5 above the GPA required for graduation must be notified that the student is at risk of not meeting the requirements for graduation. The notice must also contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.

A student accepted into the GED Exit Option program will be exempted from this progression.

Report Cards

A report card will be issued at grading period intervals. The report card will clearly depict and grade the student’s academic performance in each class or course based on examinations as well as written papers, class participation, and other academic performance criteria. The report card will depict the student’s conduct and behavior, as well as student attendance. The final report card for a school year shall contain a statement indicating end of year status, performance or nonperformance at grade level, behavior, attendance and promotion or non-promotion. The district may use a separate report notice for statement of promotion or non-promotion. The school, on behalf of the superintendent, will notify students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

Grade Classification

Credit requirements for grade classification will be as follows:

9th Grade 0-4.5 credits 11th Grade 11-17.5 credits

10th Grade 5-10.5 credits 12th Grade 18-24 credits

For purposes of non-athletic student activities, principals may designate the appropriate standing (freshman, sophomore, junior, senior). If a student is successfully completing a three year graduation plan, his/her final year of school will be classified as the senior year with all senior recognitions and privileges. An alternate system of grade classification may be implemented by the district with the approval of the superintendent.

Regular Promotion Requirements

Students with a GPA of 2.0 or less shall be scheduled into courses consistent with their academic needs. No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicated that a more rigorous course of study would be inappropriate. In such cases a written assessment of the need must be included in the student's Individual Educational Plan or in the school wide progress monitoring plan signed by the principal, the guidance counselor, and the parent of guardian of the student, or the student if the student is 18 years or older.

Each student's progression from grades nine through twelve shall be determined, in part, upon proficiency in reading, writing, science and mathematics, including specific levels of performance on statewide assessments at selected grade levels as determined by the Commissioner of Education. Students who do not meet these performance levels must receive remediation or be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. If a student is retained, it must be within 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 determined by the district and school must be provided for a student who has been retained two or more years.

Assessment Test Performance and the Progress Monitoring Plan

Each student must participate in district and statewide assessment tests in reading, writing, science and mathematics at grade levels designated by the state. The district expectations of performance standards in reading, writing, science and mathematics for each grade level are the state's expectations of levels of performance as determined by the State Board of Education. Each student who does not meet district specific levels of performance for student progression in reading, writing, science and mathematics for each grade level, or who scores below Level 3 in reading or math must be provided with additional diagnostic assessments identified by the district and school to determine the nature of the student's areas of academic need. A progress monitoring plan must be enacted for all students who score below an FCAT Level 3 in reading, math or writing. Any student with a progress monitoring plan is to be given additional diagnostic assessments in the five required reading areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. The desired level of performance will be identified. The school must develop the progress monitoring plan in consultation with the student's parents or legal guardian.

The purpose of the progress monitoring plan is to assist the student in meeting state and district expectations for proficiency. Each plan must include the provision of intensive remedial instruction and support services in the areas of weakness. Strategies may include, but not be limited to: summer school, dropout prevention services, parent tutorial programs, contracted academic services, exceptional education services, modified curriculum, reading instruction, after school instructions and other extended day services, tutoring, mentoring, class size

reduction, extended school year, and intensive skills development program. The plan should clearly identify the specific diagnosed academic needs to be remediated, the success-based intervention strategies to be used, a variety of remedial instruction to be provided and the monitoring and reevaluation activities to be employed.

The progress monitoring plan used in the district will meet all specifications of statute and be a school wide system of progress monitoring to identify individual assistance to be given to remedy the student's individual, identified deficiencies. The progress monitoring plan is not a form or folder. It is a set of actions and may contain multiple papers with documentation from multiple data sources.

If the documented deficiencies for reading, mathematics and or writing are not corrected in accordance with the progress monitoring plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education on the statewide assessment test in reading, writing, science and mathematics must continue remedial or supplemental instruction until the expectations have been met or the student graduates from high school or is no longer subject to compulsory attendance.

Parental Notice and Annual Reporting of Progress

Progress of the student toward achieving state and district expectations for proficiency in reading, writing, science and mathematics and the student's results on each statewide assessment test must be reported annually in writing to the parents or guardian of each student. The report will be developed by the district and is adopted by the school board in the approval of this Student Progression Plan. The evaluation of this progress must be based on:

- classroom work
- observations
- tests
- district and state assessments
- other relevant information

The parents or guardians of a student not making adequate progress toward promotion must be identified in writing at the beginning of the third grading period and given an opportunity to meet with the placement committee. For students with a cumulative grade point average (GPA) of less than .5 above the required 2.0 curriculum GPA needed for graduation, at the end of each semester in grades 9, 10, 11 and 12, parents shall be notified that the student is at risk of not meeting graduation requirements. The notice will direct the parent to an explanation of assistance for the student to raise the GPA to the requirement.

At the beginning of each school year, the parents of students in or entering high school will be notified of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses. Notice will be given to students in grades 6-9 and their parents of the graduation plan options listed in s 1003.429(1), F. S. including curriculum requirements so that students and parents may select the plan that best meets their needs.

Determination of Credits

The satisfactory completion of each course results in .5 credits for a semester course and 1.0 credit for a full-year course.

Credits transferred from accredited schools in other school systems shall be verified by official transcript and evaluated in terms of the requirements of the school system where such credit was earned. Credits will not be accepted from a high school which is not accredited by regional or state accrediting agencies except when validated by the student's demonstration of satisfactory classroom performance during a nine-week probationary period.

The school board shall provide students with access to enroll in courses available through the Florida Virtual High School and award credit for successful completion of such courses. Access shall be available during or after the normal school day and through summer school enrollment. A course designated in the Course Code Directory as grade 9 through 12 which is taken below the ninth grade may be used to satisfy high school graduation requirements or Florida Bright Futures award requirements.

The decision as to whether a student has satisfactorily completed a course and what grade is to be issued are professional judgments of the teacher. However, to receive credit in any course, students must demonstrate mastery of the Sunshine State Standards designated for that course. Any grade which a student receives, including failures, shall be adequately documented in the form of test grades, grades on class participation, mastery of the Sunshine State Standards, and other course work to support the decision.

Students who do not attain six credits in a school year should be counseled into a summer school program and re-evaluated at the end of the summer.

Grading Scale and Computation of Grade Point Average (GPA) Grades 6-12: Unweighted and Weighted

The grading system and interpretation of letter grades will be as prescribed by state statute. The unweighted grading scale will be:

Grade	Percentage	Grade Point Average Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

Computation of the high school graduation GPA requirement shall be based on all courses taken except those forgiven through the grade forgiveness policy. The unweighted grading scale values will be used in the calculation of the cumulative minimum GPA for graduation required by Florida Statute. The unweighted grading scale values will be used in the calculation of the minimum GPA required for participation in extracurricular activities.

A weighted grade scale will be used to compute a grade point average when determining rank in class and will also be used to determine eligibility for an honors diploma. Grade values for the weighted scale are as follows:

Grade	Weighted Value
A	5

B	4
C	3
D	1
F	0

Weighted value for the following courses will apply to the above scale. Honors (including advanced social studies courses), pre-International Baccalaureate, gifted, math analysis, calculus, analytical geometry, probability and statistics, trigonometry, Chemistry II, Physics II, Biology II, Japanese I and II, and all foreign language courses beyond the second year will be weighted.

Higher level honors courses, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education and college or postsecondary technical Dual Enrollment courses will be weighted according to the following scale. (For students entering Grade 9 in the 2006-2007 school year, dual enrollment courses via postsecondary technical programs will be given the same weight as the courses described in this paragraph.)

Grade	Weighted Value
A	6
B	5
C	4
D	1
F	0

Each year the demand for dual enrollment and other advanced courses will be assessed, and strategies shall be considered to meet the demand and include access to dual enrollment on high school campuses whenever possible. Alternative grade calculations, weighting systems, or information regarding student education options which discriminate against dual enrollment courses are prohibited.

Grades transferred into the district shall be weighted according to Orange County Public Schools policy for GPA calculation.

A committee will be established to review other courses that may be recommended for weighting. Recommendations for course review will be submitted to the committee by the school principal and/or the Associate Superintendent for Curriculum and Student Services. The committee will make a recommendation to the superintendent and his/her designee.

The GPA calculation for the Florida Bright Futures Program shall be based upon the statewide Florida Bright Futures Scholarship Program Weighting System established by the Department of Education.

Graduation/Promotion Exercises

Graduation from our public schools implies that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve; and that they have satisfactorily passed any examinations and other requirements.

Detailed graduation requirements will be established that reflect achievement of Ends Policy as adopted by the school board. These requirements should be based on the assumption that a

high school education basically represents the successful completion of a four year program of studies and they shall be flexible enough to allow other alternatives for qualifying students. Graduates may qualify for differentiated diplomas or a Certificate of Completion depending on their individual progress and accomplishments. A Florida Gold Seal Career and Technical Endorsement may be attached to the standard diploma if all requirements are met.

The staff will arrange for appropriate awards and recognition programs and graduation exercises at appropriate times during the year.

All graduation and promotion exercises shall be limited to the 12th grade. These exercises shall be scheduled within the last four days of the school year. This is not to preclude special or awards assemblies at an earlier time. Special dress shall not be required for participation in special or awards assemblies. A student who does not meet the requirements for graduation and does not qualify for a diploma or Certificate of Completion shall not participate in graduation ceremonies.

Graduation Requirements

A. Regular Graduation Requirements

Students must be in attendance on a full-time basis for a minimum of eight semesters in grades 9-12. Exceptions may be made for a student who qualifies for accelerated graduation or who chooses a three year graduation plan.

Students must earn a minimum of 24 credits, grades 9-12, or complete an International Baccalaureate curriculum or the Advanced International Certificate of Education curriculum for graduation. Standards for graduation include earning a passing score on the grade 10 FCAT or earning a concordant score on the ACT or SAT as defined in Florida Statute and designated by the State Board of Education. All requirements for student progression and remedial instruction must be completed. If a student participated in an accelerated graduation option plan, then the defined amount and type of credits of that plan as stated in statute will be required.

The school board may authorize graduation requirements in excess of the minimum state requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase.

Students who earn the required credits, attain the required GPA and demonstrate mastery of the Sunshine State Standards (FCAT) as determined by the State Board of Education will receive a diploma. Students must earn a passing score on the grade 10 FCAT, a concordant score on the ACT or SAT, or receive an ESE waiver as designated by the State Board of Education.

A student who has met state and school district credit requirements for graduation but has not passed the statewide assessment (FCAT) or achieved the required GPA is eligible for a certificate of completion or a special certificate of completion. (This student may not have completed progression requirements or remedial instruction.) Such a student may also attend summer school, adult high school and/or may remain in high school for up to one additional year on a full or part-time basis to meet all graduation requirements and receive a standard high school diploma.

A student who previously has been awarded a certificate of completion in lieu of a standard high school diploma may be awarded a standard high school diploma upon retaking and passing the statewide assessment test or earning a concordant score on the ACT or SAT.

A student who accepts a certificate of completion at a graduation ceremony shall not be eligible to participate in a subsequent high school graduation ceremony.

For students who meet all graduation requirements except for the required cumulative grade point average, special assistance may be given to obtain a high school equivalency diploma pursuant to s. 1003.435, F. S.

Required Credits

Required credits for students who entered high school before the 2007-2008 school year include:

Language Arts *(1) (9)	4.0
Mathematics *(2) (9)	3.0
Science *(3) (9) (11-13)	3.0
Social Studies *(4)	3.0
Physical Education *(5)	1.0
Performing/Fine Arts *(6) (8)	.5
Practical Arts *(7) (8) (9) (15)	.5
Life Management Skills *(10)	.5
Electives *(16-17)	8.5
Total	24

Required credits for students entering 9th grade in the 2007-2008 school year include:

English *(1) (9) (16)	4.0
Mathematics *(2) (9) (16)	4.0
Science *(3) (9) (11-13)	3.0
Social Studies *(4)	3.0
Fine Arts *(6)	1.0
HOPE (5)	1.0
Electives, majors, minors *	8.0
Total	24

OCPS Traditional Graduation Plan Options 2007-2008

Courses	General Requirements for High School Graduation (4-year) College/Career Program – 01 (first time 9th graders only)	General Requirements for High School Graduation (4-year) College/Career Program –71 (repeating 9th graders and all 10th - 12th graders)
English	4 credits (major concentration on composition and literature)	4 credits (major concentration on composition and literature)
Mathematics	4 credits (one of which must be Algebra I or its equivalent)	3 credits (one of which must be Algebra I or its equivalent)
Science	3 credits (two must have a lab component)	3 credits (two must have a lab component)
Social Studies	1 credit world history 1 credit American history .5 credit American government .5 credit economics	1 credit world history 1 credit American history .5 credit American government .5 credit economics
Foreign Language	Not required for high school graduation; required for admission into state universities	Not required for high school graduation; required for admission into state universities
Practical Arts/ Performing Fine Arts	1 credit performing arts	1 credit practical arts, career education or exploratory career education <u>OR</u> 1 credit performing arts <u>OR</u> .5 credit in practical arts and .5 credit in performing fine arts
Life Management Skills	None	.5 credit
Physical Education	1 credit from the HOPE class	1 credit (including ½ credit of Personal Fitness and ½ credit of phys. ed. elective)
Electives	8 credits	8.5 credits
TOTAL	24 credits	24 credits
State Assessment Requirements	Earn a passing score on the (grade 10) FCAT-Reading, Math & Write Have a Major Area of Interest each year of HS	Earn a passing score on the FCAT (grade 10) Reading & Math
GPA Requirements	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 2.0 on a 4.0 scale

The school board may authorize graduation requirements in excess of the minimum state requirements.

- * (1) The Language and English requirements are fulfilled by courses, English I, II, III, IV which by state law give major concentration to composition and literature. One of the two Advanced Placement English courses may substitute for English III or IV. ESOL I, II, III and IV also satisfy the Language Arts/English requirement.
- * (2) The state requires that students entering ninth grade must complete Algebra 1, a series of courses equivalent to Algebra 1, or a higher-level mathematics course.
- * (3) Of the three credits in science to be earned, two must have a laboratory component. Agriscience Foundations I, the core course in secondary Agriscience and Natural Resource programs, may count as one of the science credits. JROTC courses listed in items (11) through (13) may be used for science credits.
- * (4) Social Studies requirements must include: one year of American History; one year of World History including comparative study of history, doctrines, and objectives of all major political systems; one semester of American Government including the study of the United States Constitution, and one semester of Economics including comparative study of history, doctrines, and objectives of all major economic systems. The study of Florida government including its Constitution and the branches of government-state, municipal and county will be required as part of American Government.
- * (5) One semester of required Physical Education must be Personal Fitness or Adaptive Physical Education IEP. Courses in Driver Education and ROTC may not substitute for physical education. A school may not require that one credit in physical education be taken during the 9th grade year. Participation in an inter-scholastic sport, whether at the freshman, junior varsity, or varsity level, for a full season shall satisfy the state requirement in Personal Fitness. Satisfying the Personal Fitness requirement through interscholastic sports participation does not decrease the minimum number of 24 credits needed for graduation. Students entering high school after July 1, 1999 are required to complete one full credit of physical education, including Personal Fitness. The one credit physical education requirement may be met through participation in Junior Varsity or Varsity sports for two full seasons. Students must also pass a state competency test on Personal Fitness with a grade of "C" or better in order to exercise the course waiver option. Completion of one semester with a grade of "C" or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity shall satisfy a one-half credit requirement in Physical Education. This one-half credit may not be used to satisfy the Personal Fitness requirement or the Adaptive Physical Education IEP. For students entering 9th grade in the 2007-2008 school year, the HOPE course is required for graduation.
- * (6) Courses meeting the Performing/Fine Arts requirements are listed in the Florida Course Code Directory under the sections: Arts-Visual, Dance, Drama-Theatre Arts, Music and Language Arts (Oral Communications).
- * (7) Practical Arts include all related courses for Practical Arts, Career and Technical Education or Exploratory Career and Technical Education. Practical Arts credit may be earned from any career and technical education courses for which high school credit is

given. Journalism II, III, or IV may be used to fulfill the Practical Arts requirement beginning with course work taken in the 1991-92 school year. Completion of Practical Keyboarding Skills (8200320) and Practical Computer Skills (8200330) and will satisfy the Keyboarding and Document Processing (8209010) requirement for business education programs. Students entering 9th grade in the 2007-2008 school year will have no Practical Arts requirement.

- * (8) The requirement for Performing/Fine Arts and Practical Arts may be satisfied by earning 1.0 credit in either area in lieu of earning 0.5 credit in each area. Credit for Performing/Fine Arts or practical Arts must be available in the 9th grade, and students must be scheduled into a 9th grade course as a priority. Students entering 9th grade in the 2007-2008 school year will be required to have one credit of Fine Arts and no credits of Practical Arts will be required.
- * (9) Completion of ALL the courses within certain job preparatory vocational programs as described by the Florida Department of Education will allow for the substitution of required credits in language arts, mathematics and science. However, credits obtained in this manner may not exceed more than two (2) credits in each subject area.
- * (10) The Life Management Skills half credit shall be given in either the 9th or 10th grade. Life Management Skills must include topics of positive emotional development, marriage and relationship skills, nutrition, consumer education, drug education, hazards of smoking, CPR, cancer education including breast cancer detection and self-examination, prevention of HIV/AIDS infection and other sexually transmitted diseases, benefits of sexual abstinence and consequences of teenage pregnancy. Integrated instruction in health education and substance abuse prevention is included in units in the curriculum frameworks and student performance standards for science, home economics, personal fitness and social studies. For students entering 9th grade in the school year 2007-2008, the HOPE course is required for graduation.
- * (11) Upon completion of the JROTC Maritime Science program, including Maritime Science IV, students may substitute, on a curriculum equivalency basis, one ROTC credit for Marine Science (2002500) to satisfy one of the three science requirements needed for graduation.
- * (12) Upon completion of the JROTC Aerospace Science program, including Aerospace Science II and III, students may substitute, on a curriculum equivalency basis, one JROTC credit for Physical Science (2003310) to satisfy one of the three science requirements needed for graduation.
- * (13) Upon completion of JROTC Naval Science I, II, and III, students may substitute, on a curriculum equivalency basis, one JROTC credit for Physical Science (2003310) to satisfy one of the three science requirements needed for graduation.
- * (14) Upon completion of the JROTC Leadership Education and Training courses I and II (Army, Marine, Navy, and Air Force), students may substitute, on a curriculum equivalency basis, one JROTC credit for 0.5 credit of Health I-Life Management Skills (0800380) to satisfy the health requirement needed for graduation.

- *(15) Upon completion of the JROTC program (Army, Navy, Marine, or Air Force), students may substitute on a curriculum equivalency basis one credit to satisfy the Practical Arts graduation requirement.
- *(16) Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.
- *(17) Students are required to earn 8.5 elective credits. Students who enter 9th grade in the school year 2007-2008 are required to earn 8 elective credits. Credit may be earned for volunteer activities and nonacademic activities approved by the State Board of Education. To meet an elective credit requirement, schools may award a maximum one-half credit in social studies and one-half credit elective for student completion of non paid voluntary community or school service work. A minimum of 75 hours of service in either category must be completed. Credit may not be earned for service provided as a result of court action. School principals are responsible for approving specific volunteer activities. Guidelines for volunteer service credit will be developed by the district. Students who enter 9th grade in the school year 2007-2008 need 8 elective credits.

Alternative assessment methods, scheduling patterns, and the combining of courses may be employed by schools for the accomplishment of school improvement projects with the approval of the superintendent or designee.

Students who enter 9th grade in the school year 2007-2008 are required to earn four credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan required by S. 1003.4156, F.S. Students may revise major areas of interest each year as part of annual course registration processes and should update their education plan to reflect such revisions. The students must also earn four credits in elective courses selected by the student as part of the education plan required by S. 1003.4156. These credits may be combined to allow for a second major area of interest, a minor area of interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses.

For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of a students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by S. 1011.62 (8), F.S.

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 and are subject to approval by the department for inclusion in the Course Code Directory.

B. Courses Excluded from Credit Awarding

No student may be granted credit toward high school graduation for enrollment in the following:

- more than a total of nine elective credits in remedial programs

- more than one credit in exploratory vocational courses
- more than three credits in practical arts family and consumer science courses
- any Level 1 course unless the student's assessment indicates that a more rigorous course would be inappropriate, in which case a written assessment of need is included in the IEP or a student performance plan with signatures of the principal, guidance counselor, and parent, or student if the student is 18 years or older.

C. Honors Diploma

Students who meet either of the following criteria will receive an Honors Diploma:

1. Meet the requirements for a standard diploma and have a 4.0 weighted grade point average.
2. Meet the requirements for a standard diploma, obtain a score at the 7th stanine or above on an approved standardized achievement test using national norms, and have a 3.0 weighted grade point average. (A previous score of 25 ACT or 1120 on SAT will waive the 7th stanine requirement for students with a 3.0 GPA.)

The grade point average utilized for awarding an honors diploma will be determined using final grades earned in grades 9-11 and include the first semester grades of the senior year. All courses that receive grades of A, B, C, D, and F will be included. The following point scale will apply: A = 4; B = 3; C = 2; D = 1; F = 0. For weighted courses either a point scale of A=5; B=4; C=3; D=1; F=0 or A=6; B=5; C=4; D=1; F=0 will be used depending on the type of weighted courses taken. (Refer to the Grading Scale and Computation of Grade Point Average section of this document.)

D. Florida Bright Futures Scholarship Program

The appropriate scholarship shall be awarded by the Commissioner of Education to any graduate who has completed the initial eligibility requirements as specified in s. 1009.531, F.S. A course designated in the Course Code Directory as grade 9 through 12 which is taken below the ninth grade, may be used to satisfy Florida Bright Futures Scholarship Program requirements.

E. Graduation Requirements for Transfer Students

Transfer students will be expected to meet graduation credit requirements of the Orange County Public Schools. If such credit requirements are judged to be impossible to meet timewise because of late transfer to Orange County, requirements of the school board shall not be retroactive. Such students however, will be expected to meet the planned program requirements of the school system from which they transfer as specified in State Board of Education Administrative Rule 6A-1.095(1)(d). All transfer students must meet State Board of Education requirements in the minimum performance standards (FCAT) or they will receive a Certificate of Completion. Students may continue in school for one additional year to receive a diploma if they do not choose to accept a Certificate of Completion. A transfer student who enters school at grade 12 from out-of-state or a foreign country and who is a dependent of a member of the United States Armed Forces may provide proof of attaining a satisfactory score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT to satisfy the assessment requirement of a standard high school diploma.

F. Articulated Acceleration and Alternative Graduation Requirements

Articulated acceleration is available to students to shorten the time necessary to complete high school diploma requirements and a postsecondary degree. This accelerated opportunity broadens the scope of curricula options and increases the depth of study for an available subject. The following programs explain acceleration options. Credit earned through Florida Virtual School can provide opportunity for early graduation and acceleration. Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination. Any student who earns 9 or more credits from one or more of the acceleration mechanisms provided for in s. 1007.27, F.S. is exempt from any mandatory summer term enrollment required by a public postsecondary educational institution in Florida. The State Board of Education shall review and report on district and institution use of accelerated programs as specified in statute.

1. Acceleration through Summer School Credits

A student may meet graduation requirements in fewer than four full years by earning credits in summer sessions if the following conditions are met:

The student must successfully complete the number of credits above grade 8 required for graduation, including all specified courses listed under Regular Graduation Requirements. The student must also meet the minimum performance standards established by the State Board of Education.

If a student has fulfilled the requirements for accelerated graduation above, he/she may withdraw from school or attend school on a part-day basis with the approval of the principal.

2. Advanced Placement

Enrollment in the Advanced Placement Program administered by the College Board is available to high school students. A passing grade in the course will be accepted for a high school credit. A qualifying score on the AP exam determined by the postsecondary institution can earn the student college credit. Postsecondary credit for an AP course may be awarded by the postsecondary institution to students who score a minimum of 3 on a 5-point scale on corresponding AP exam. No postsecondary credit is awarded to a score below 3. Students shall be exempt from payment of any fees.

Students may enroll in dual enrollment courses with advanced placement instruction. The funding will be either by the dual enrollment or advanced placement formula specified in s.1001.62, F.S. No student shall be funded through both a dual enrollment and advanced placement program. The school board shall use the funding formula that more closely approximates the cost of the course. Postsecondary credit will be awarded as either dual enrollment or advanced placement credit, as preferred by the student. An award of AP credit must be limited to the minimum score of 3, on a 5 point scale on the AP exam. No student shall claim double credit. No student shall be required to complete the AP exam.

Any student who earns 9 or more credits from this acceleration mechanism is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

3. Dual Enrollment

Dual enrollment as an educational option and mechanism for acceleration is available for secondary school students. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. An eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with s. 1003.42(2), Private Schools, F.S., and conducts a secondary curriculum pursuant to s. 1003.43, General requirements for high school graduation, F.S. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments.

A high school student or home education student who meets eligibility requirements may enroll in postsecondary courses that are creditable toward high school completion, a career and technical certificate or an associate or baccalaureate degree. Eligibility includes student readiness for vocational-level coursework in vocational courses and a 2.0 unweighted grade point average for vocational certificate dual enrollment courses. For college credit dual enrollment courses, student readiness for college-level coursework is demonstrated and a 3.0 unweighted grade point average must be maintained in the courses. Credits earned in dual enrollment courses are also creditable toward high school graduation requirements as required or elective credits. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment in satisfaction of the requirements of the district's interinstitutional articulation agreement and that equal one full credit of the equivalent high school course as identified in s. 1007.271(6), F.S. Application, admission and credit transfer shall be governed by the provisions of an articulation agreement between the school district and the postsecondary institution.

Students may take courses during school hours, after school hours, and during the summer term. Students enrolled in dual enrollment programs are exempt from the payment of registration, tuition and lab fees. If instructional time for dual enrollment exceeds 900 hours, a maximum of only 1.0 FTE may be reported by the district. Each semester of instruction that is eligible for high and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation.

Vocational-preparation instruction, college preparatory instruction and physical education courses that focus on the physical education of a skill rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

Enrollment in a postsecondary technical center may also be permitted under the provisions of this section for postsecondary technical (career) dual enrollment. Postsecondary technical (career) dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses.

The enrollment of a student in postsecondary instruction that is not creditable toward a high school diploma shall not be classified as dual enrollment.

Any student who earns 9 or more credits from this acceleration mechanism is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

4. International Baccalaureate Diploma

Students who receive the International Baccalaureate Diploma sponsored and administered by the International Baccalaureate Office shall be deemed to have met the curricular requirements for graduation and shall be awarded a high school diploma. These students shall also qualify for the Florida Academic Scholar Award.

Students who complete the International Baccalaureate curriculum but fail to earn the International Baccalaureate Diploma may qualify for the Florida Bright Futures Scholarship Program if they achieve the test score as prescribed in the initial eligibility requirements as specified in s.1009.531, F.S.

The State Board of Education has defined rules that specify the cutoff scores and the IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

Any student who earns 9 or more credits from this acceleration mechanism is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

5. Advanced International Certificate of Education Programs

Eligible secondary students may be enrolled in Advanced International Certificate of Education Program (AICE) and the International General Certificate of Secondary Education Program (pre-AICE). These programs shall be the curricula offered through the AICE program or the International General Certificate of Secondary Education program (pre-AICE) administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education shall establish rules which specify the cutoff scores and AICE examinations which will be used to grant postsecondary credit at community colleges and universities. Any such rules, which have the effect of raising the required cutoff score or changing the AICE examinations which will be used to grant postsecondary credit, shall apply to students taking AICE examinations after such rule adoption. Students may be awarded a maximum of 30 semester credit hours. The specific course for which the student receives credit is determined by the community college or university system that accepts the student for admission. Students shall be exempt from the payment of any fees for administration of the examinations regardless of whether the student earns a passing score on the examination.

Any student who earns 9 or more credits from this acceleration mechanism is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

6. Credit by Examination (CLEP)

Credit by Examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. Minimum scores required for an award of credit are stated by the State Board of Education in the statewide articulation agreement.

Any student who earns 9 or more credits from this acceleration mechanism is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

7. Early College Admissions

Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in accordance with the provisions of an articulation agreement between the school district and the postsecondary institution. The following conditions apply:

The student must be accepted by an accredited college after completion of at least the tenth grade with an unweighted 3.0 cumulative grade point average or above.

The student must enroll in college on a full-time basis and earn sufficient college credit to fulfill remaining high school graduation requirements. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment in satisfaction of the requirements of the district's interinstitutional articulation agreement and that equal one full credit of the equivalent high school course as identified in s. 1007.271 (6), F. S.

Students enrolled are exempt from the payment of registration, matriculation and lab fees.

The student may be awarded a diploma at graduation based on the completion of all high school graduation requirements.

Any student who earns 9 or more credits from this acceleration mechanism is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

8. High School Equivalency Diploma

The General Education Development (GED) examination may qualify a person for a State of Florida High School Diploma issued by the Florida Department of Education provided that prerequisite requirements are met prior to testing and that minimum scores are earned on the GED examination as specified by the Florida Department of Education.

In order to qualify for a GED, a student must be at least 18 years of age at the time of application unless individually waived for extraordinary circumstances by the School Board. Extraordinary circumstances shall include but not be limited to the following criteria:

- Pregnancy or teen parent
- Sole supporter
- Medical, physical, or mental condition that interferes with regular school policies
- Credit deficiency
- Multiple FCAT failures
- Homelessness

In such a case, the applicant must have completed a career planning conference with the parent or guardian in attendance, must have submitted an official application including the approval signature of the parent or guardian and payment of the required fee for the GED exam.

Applicants 18 years of age and older must submit an official application and pay the required fee.

A student who successfully completes all of these requirements shall be considered a high school graduate, but will not participate in high school graduation exercises and will not receive an Orange County high school diploma.

Students enrolled in an approved high school GED Exit Option program, who successfully complete the GED examination, pass the FCAT, and complete program requirements may be awarded an Orange County high school diploma in addition to a State of Florida high school diploma and may participate in the graduation exercises.

9. Interinstitutional Articulation Agreements

The Superintendent of schools and the community college shall establish an articulation committee to develop a comprehensive interinstitutional articulation agreement for the school district. This agreement must be completed prior to fall registration each year. The agreement will contain all specified items as listed in s.1007.235, F.S.

10. Three Year Graduation Plan Options

The three-year graduation plan options include a college preparatory or career preparatory track that requires earning 18 credits of specified courses, maintaining a grade point average and passing the FCAT. Any student who selected a three-year graduation plan before July 1, 2004, may continue that program with the statutory requirements that were applicable when the selection was made and will remain applicable for the student as long as the student continues that program. Such specifications are found in district guidelines.

Florida Statute 1003.429 permits students entering grade 9 in 2004-2005 to select one of three high school graduation options:

- A. Complete a traditional four-year, 24 credit, graduation plan (Code 01). This is the most appropriate plan for the vast majority of students. It maximizes opportunities in both academic and extracurricular areas for the student and is designed for both college preparatory and career preparatory students.
- B. Complete a three-year, 18 academic credit, college preparatory program (Code 51). At least six of the 18 credits must be received in classes that are honors, dual enrollment, advanced placement, AICE, International Baccalaureate or weighted by the District. For each course taken, the student must earn a grade that earns 3.0 quality points to earn course credit toward the 18 credits. See additional details below.
- C. Complete a three-year, 18 academic credit, career preparatory program (Code 61). For each course taken, the student must earn a grade that earns 2.0 quality points to earn course credit toward the 18 credits. See additional details below.

Prior to selecting either plan B or C above the following requirements must be met:

1. Designated school personnel shall meet with the student and student's parent to give an explanation of the relative requirements, advantages and disadvantages of each graduation option.

2. The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the 3-year accelerated graduation program.
3. The student shall have achieved at least an FCAT reading achievement level of 3, an FCAT mathematics achievement level of 3 and an FCAT Writing score of 3 on the most recent assessments taken by the student.

Selection of a graduation option must be completed by the student and parent prior to the end of grade 9 and is exclusively the decision of the parent and student subject to the requirements of s. 1003.429(2), F.S. This deadline may be extended to the end of a student's first semester of grade 10 for a student who has entered school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9. If an option is not selected, the student shall be considered to have selected the traditional four year plan of 24 credits for high school graduation.

The district may not establish requirements for the three year graduation plan options in excess of the requirements in statute. A student who meets all requirements prescribed in s. 1003.429 (1) and (6), F.S., shall be awarded a standard diploma in a form prescribed by the State Board of Education.

If a student, at the end of grade 10, who has chosen a three-year graduation plan is not on track to meet credit, assessment, or grade point average requirements of the option, the school shall notify the parent of the requirements not being met, the specific performance necessary in grade 11 for the student to meet the accelerated requirements, and the right to change to the four-year graduation plan. A student on the three-year graduation plan shall be automatically moved to the four-year graduation plan if in accordance with s. 1003.429, F.S. the student requests the change, fails to earn five credits by end of grade 9 or 11 credits by end of grade 10, does not achieve a score of 3 or higher on grade 10 FCAT Writing, or by the end of grade 11 does not meet the requirements of subsections 1003.429(1) and (6), F.S.

High School Credit OCPS Three Year Graduation Plan Options 2007-2008

Courses	Old College Preparatory Program¹ (3 year) - 51 Current 3 rd year of HS 12 th graders. (Cannot be added this year)	College Preparatory Program¹ (3 year) - 21 Current 9 th (and first sem 10 th graders who enter Florida public school this year) and 10 th graders who selected this in 2006-07.	Old Career Preparatory Program¹ (3 year) – 61 Current 3 rd year of HS 12 th graders. (Cannot be added this year)	Career Preparatory Program¹ (3 year) – 31 Current 9 th (and first sem 10 th graders who enter Florida public school this year) and 10 th graders who selected this in 2006-07.
English	4 credits (major concentration in composition and literature)	4 credits (major concentration in composition and literature)	4 credits (major concentration in composition and literature)	4 credits (major concentration in composition and literature)
Mathematics	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits (one of which must be Algebra I)	3 credits (one of which must be Algebra I)
Science	3 credits in natural science (two must have a lab component)	3 credits in natural science (two must have a lab component)	3 credits in natural science (two must have a lab component)	3 credits in natural science (two must have a lab component)
Social Studies	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics
Foreign Language	2 credits or demonstrated proficiency in a second language	2 credits or demonstrated proficiency in a second language	None	None
Practical Arts/ Performing Fine Arts	None	None	3 credits in a single vocational/ career ed program, <u>OR</u> 3 credits in single career and technical certificate dual enrollment, <u>OR</u> 5 credits in vocational/ career ed (3 in a single program)	3 credits in a single vocational/ career ed program, <u>OR</u> 3 credits in single career and technical certificate dual enrollment, <u>OR</u> 5 credits in vocational/ career ed (3 in a single program)
Life Management Skills	None	None	None	None
Physical Education	None	None	None	None
Electives	3 credits from the approved list for state university admission	3 credits from the approved list for state university admission	2 credits unless 5 credits are earned in vocational/ career ed. courses	2 credits unless 5 credits are earned in vocational/ career ed. courses
TOTAL	18 credits²	18 credits⁴	18 credits	18 credits
State Assessment Requirements	Earn a passing score (level 3 or above) on the FCAT (grade 10) Have a Major Area of Interest each year of HS	Earn a passing score (level 3 or above) on the FCAT (grade 10) Have a Major Area of Interest each year of HS	Earn a passing score (level 3 or above) on the FCAT (grade 10) Have a Major Area of Interest each year of HS	Earn a passing score (level 3 or above) on the FCAT (grade 10) Have a Major Area of Interest each year of HS
GPA Requirements	Earn a cumulative GPA of 3.0 on a 4.0 scale. ³	Earn a cumulative GPA of 3.5 on a 4.0 scale. ³	Earn a cumulative GPA of 3.0 on a 4.0 scale. ³	Earn a cumulative GPA of 3.0 on a 4.0 scale. ³

- 1 = Students must have the level 3 FCAT Reading, Mathematics and Writing scores from their most recent FCAT exam before they can choose either 3-year option.
- 2 = 6 of these credits must be from honors, AP, IB, or dual enrollment courses.
- 3 = Each course grade in the College Prep option must earn at least 3.0 quality points. Each course grade in the Career Prep option must earn at least 2.0 quality points.
- 4 = 6 of these credits must be from AP, IB, AICE or dual enrollment courses. Honors courses do NOT count toward this requirement.

G. High School Credit

One full credit is defined as a minimum of 135 hours of instruction in a designated course of study contained in the Florida Course Code Directory. One-half credit is defined to be one half the requirement for a full credit. The Charter School District waiver permits the district an exemption from the 135 hours minimum and allows mastery of content based on Sunshine State Standards to determine credit.

Mastery of student performance standards based on Sunshine State Standards will be determined by teacher judgment based on adequate documentation.

The school district maintains a one-half credit earned system that includes courses provided on a full-year basis. One-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. A full credit shall be awarded if the student successfully completes either the first 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 in each half would result in a passing grade,. The student must successfully meet additional school board requirements such as class attendance, homework, participation and other performance indicators.

Excused absences as determined by the school board and as carried out by the secondary school principals shall be based upon the criteria for determining excused absences as provided in s.1003.21, F.S. absence for religious instruction, or a religious holiday and s.1003.24, F.S. absence due to sickness, injury or other insurmountable condition, and absence due to participation in an academic class or program. Missed work shall be made up for all excused absences.

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.

A student may be counted as being in school if 1) he/she is attending an academic instructional activity away from the school site; 2) the academic instructional activity is directly related to the instructional outcomes of one or more of the classes missed; 3) and all class work and homework are made up for any classes missed.

Such activities as guidance and counseling, psychological assessment, speech, vision, hearing therapy and other such student related services are part of the academic instructional program. In instances where there is a question regarding whether the activity is directly related to instructional outcomes, the decision will be referred to the appropriate area superintendent or designee.

A student may earn elective credit towards high school graduation through participation in a shared-time program at one of the district's adult vocational centers.

For the purpose of earning high school credit, a student below grade nine may be classified as a high school student for the period the student is enrolled in a course designated as a 9-12 grade course.

G. Computation of Grade Point Average

The high school graduation GPA requirement shall be based on the 24 credits required by statute. When a student has repeated a course in which he/she received a failing grade or a grade of "D," and the grade of "C" or higher is earned, the failing grade or grade of "D" is dropped from the computation of the grade point average (GPA). However, all grades must remain on the student's transcript.

For students entering the ninth grade in the 2000-2001 school year and thereafter, the high school graduation GPA requirement shall be based on all courses taken unless the grade has been forgiven by retaking the course. The forgiveness of required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher by retaking the same or comparable course or another course. Any course grade not replaced according to this forgiveness policy must be included in the calculation of the cumulative grade point average required for graduation. Note: The grade forgiveness limitation does not apply to grades earned in high school courses taken below grade nine. In this case, grades earned above "D" may also be re-taken for forgiveness.

I. Strategies for Exceptional Students to Meet Standard Diploma Requirements

The school district is required to 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. The school may require specialized instructional strategies, specific courses or programs so that exceptional education students are assured the opportunity to meet graduation requirements through one of the following strategies that would meet the student's needs based on an assessment and reflected on the IEP:

- assignment to a general education class for which accommodations are used to provide access to the general curriculum;
- assignment to a specialized instructional strategies class or program which provides the student the same performance standards as non-exceptional students.

For an exceptional student who is attempting a standard diploma, the FCAT graduation requirement may be waived, if the IEP team determines during the student's senior year that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations. "Senior year" refers to the year that a student has enough credits to be classified as a senior and also applies to those students with disabilities who elected to remain enrolled in order to seek a standard diploma. Consistent with the provision of s. 1003.43(11) (a), (4), F.S., any senior who has not achieved a passing score on the FCAT must receive intensive remediation. To help evaluate the effectiveness of such remediation and ensure each student has the opportunity to pass the FCAT, the student must have participated in the administration of the FCAT at least once in grade 10 and grade 11 and the March administration of their senior year.

To be considered for a waiver from the FCAT graduation requirement, the student must:

1. be identified as having a disability as defined in Section 1007.02(2), F.S.
2. have a current individual education plan (IEP)
3. be a senior or a student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is required graduation test

4. have demonstrated mastery of the Grade 10 Sunshine State Standards (SSS)
5. have taken the Grade 10 FCAT with appropriate, allowable accommodation at least twice including March of the senior year or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grade 10, 11, or 12
6. have participated in intensive remediation for FCAT Reading and FCAT Mathematics if passing scores were not earned in the assessments
7. be progressing toward meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma

Students with a disability who transfer to Florida from another state in the 12th grade are eligible for the waiver. However, student must be provided with every opportunity to take and pass the FCAT. For example, a 12th grade student who enrolled in a Florida public school from another state at the beginning of the school year must take the October and March administration. However, a 12th grade student who enrolled in Florida public schools in January may only take the March FCAT and still be considered for the waiver.

Placement of Students into Exceptional Student Education Programs

Placement of a student into an exceptional student education program shall follow the procedures established in the approved Special Programs and Procedures for Exceptional Students document. No student shall be placed in an exceptional student education program unless that student meets approved criteria and is properly determined eligible by a staffing committee. The Individual Education Plan (IEP) document shall be used by IEP Teams in making appropriate placement recommendations based on identified student service needs.

An Individual Education Plan (IEP) Team meeting is required prior to an exceptional student being recommended for administrative promotion from one grade level to another. Routine promotion due to credits earned does not require an IEP Team meeting.

Elementary School (K-5) – Exceptional

For exceptional students in grades 1-3, who participate in district and state assessments, documentation shall be provided of remediation activities related to reading, writing and mathematics when determining promotion or retention.

Promotion

Students in exceptional student education programs shall be promoted to the next grade level on the basis of appropriate academic and adaptive behavioral evaluations. The Individual Education Plan (IEP) is the appropriate document on which to address the issue of promotion.

Retention

Retention shall not be automatic for any student except as provided by policy. Retention of a student shall be limited to two (2) years in the elementary grades unless additional retention is recommended by an IEP Team. Students in grade 3, not reading beyond FCAT Level I, will be retained as required in statute unless they qualify for the good cause exemption.

The parent(s) of a student not making adequate progress must be notified in writing by the end of the third grading period if teacher judgment indicates the student may not be meeting promotion standards.

Dismissal

Student dismissal from exceptional student education programs to regular programs or reassignment to other exceptional student education programs shall be determined by an eligibility staffing committee for placement based on least restrictive environment, academic performance, age, and the appropriate educational judgment of the eligibility staffing committee as outlined in the Special Programs and Procedures for Exceptional Students document.

Middle School (6-8) - Exceptional

Promotion

Exceptional students in middle schools shall meet the same course requirements for promotion as students in the regular program. If an exception for required courses is considered necessary, it shall be justified and stated in the student's Individual Education Plan (IEP). Such determination shall be based on appropriate academic and behavioral evaluations of the exceptional student.

Retention

Students not meeting promotion requirements may be recommended for promotion with remediation to the next grade level by the IEP Team. In cases where there might be a difference of opinion between the parent and the school staff as to the value of retention, the principal may retain a student when he/she feels that such action is in the best interest of the student. However, the parents may invoke their right to request a due process hearing.

The decision as to whether a student has satisfactorily completed a course is a professional judgment of the teacher. For any grade which a student receives, including failure, there shall be adequate documentation in the form of test grades, class participation or other course work to support the decision.

The parent(s) of a student not making adequate progress should be notified in writing by the end of the 5th week of the third nine weeks grading period that the student may have to repeat a course or grade level.

Dismissal

Students being dismissed or reassigned from exceptional student education programs shall be determined by an eligibility staffing committee for placement based on least restrictive environment, courses passed, academic performance, age, and the appropriate educational judgment of the eligibility staffing committee as outlined in the Special Programs and Procedures for Exceptional Students document.

Senior High School - (9-12) - Exceptional

For the purpose of earning high school credit, a student below grade nine who is in the Gifted Program may be classified as a high school student for the period the student is enrolled in a course designated as a 9-12 grade course.

Graduation

An exceptional education student has the opportunity to earn any of the diplomas offered by the Orange County Public Schools provided the student meets the criteria established for a particular

diploma. Exceptional students are eligible for services until they graduate with a standard diploma or at the end of the semester in which they turn 22 years of age.

The criteria for each diploma are summarized below.

1. Honors Diploma
 - a. Meet the requirements for a standard diploma and have a weighted 4.0 grade point average.
 - b. Meet the requirements for a standard diploma, obtain a score at the 7th stanine or above on an approved standardized achievement test using national norms, and have a weighted 3.0 grade point average. (A previous score of 25 on Enhanced ACT or 1120 on SAT will waive the 7th stanine requirement for students with a 3.0 GPA.)
2. Standard Diploma
 - a. Complete course requirements.
 - b. Pass the Florida Comprehensive Assessment Test or be approved for an FCAT waiver.
 - c. Meet attendance requirements.
 - d. Meet 2.0 cumulative GPA requirement.
3. Certificate of Completion
 - a. Complete course requirements.
 - b. Meet attendance requirements.
 - c. Meet 2.0 cumulative GPA requirement.
4. Special Diploma - Option IA or IB
 - a. Complete course requirements as described in this document
 - b. Meet established student performance standards for Special Diploma.
 - c. Meet attendance requirements.
 - d. Meet the 2.0 cumulative GPA requirement, for the time the student is designated as a Special Diploma candidate.
5. Special Diploma - Option II
 - a. Complete community and employment competencies identified on the Student's Transition Individual Education Plan (TIEP) and based on Sunshine State Standards for special Diploma, Life Work Strand
 - b. Complete two or more semesters of vocational/job training.
 - c. Maintain successful community-based employment during two or more consecutive semesters at minimum wage or better by Wage and Labor guidelines.
 - d. Be 17 years of age or older.
6. Special Certificate of Completion
 - a. Complete course requirements.
 - b. Meet attendance requirements.

Only exceptional students who have been properly classified with or as autism spectrum disorder, emotional/behavioral disabilities, physically impaired with orthopedic impairment, physically impaired with other health impairment, physically impaired with traumatic brain injury, deaf or hard of hearing, educable mentally handicapped, trainable mentally handicapped, profoundly handicapped (includes dual-sensory impaired), specific learning disabled, or language impaired, are eligible for the Special Diploma or the Special Certificate of Completion. This does not exclude the above mentioned students from attempting to meet standard diploma requirements.

Exceptions:

1. Hospital/Homebound

General education students who are only staffed into the Hospital/Homebound program are not eligible for a special diploma, or special certificate of completion. Hospital/Homebound students staffed into another exceptional education program shall meet requirements established for the diploma choice made during an IEP team meeting.

2. Visually Impaired

Visually Impaired students are not eligible for a special diploma or special certificate of completion when services are based solely upon their visual impairment.

To demonstrate mastery of Sunshine State Standards for Special Diploma, students in Exceptional Student Education programs may function at one or more of three levels; Independent, Supported, and/or Participatory. Access points for the Sunshine State Standards are available in language arts and mathematics.

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 which were developed from a U.S. Secretary of Labor's report on necessary skills for the workforce (SCANS), the FCAT can serve as this assessment.

Three Special Diploma options (I-A, I-B and II) are available for students in Exceptional Student Education (ESE) Programs

Option I-A (recommended for students functioning at the independent or supported level)

Courses Required for Graduation

- 3 English or (2 English & 1 Reading)
- 2 Math
- 1 Career Education - 9th Grade
- 1 Social Studies
- 2 Sciences (1 Home Ec. may be substituted)
- .5 Social Personal* or .5 Computer Usage - 9th Grade
- .5 Career Preparation - 10th Grade
- .5 Life Management Skills - 10th Grade
- 1 Physical Education or Self Determination
- 4 Job Preparatory/Career Placement/Vocational Credits

15 Required Credits (7 Electives)

* EBD students may elect more Social Personal courses.

<u>9th Grade</u> English or Reading Math Science Career Education .5 Social Personal or Computer Usage .5 Physical Education/Self Determination Electives	<u>10th Grade</u> English Math .5 Career Preparation 1-3-credit vocational block* Career Experiences Shared Time/Tech Center Job Preparatory vocational program** Electives (1 Social Personal for EH)
<u>11th Grade</u> English Science or Social Studies 1-3-credit vocational block* Career Experiences Shared time/Tech Center Job Preparatory vocational program** Electives (1 Social Personal for EH)	<u>12th Grade</u> Science or Social Studies 1-5-credit.Career Placement*** 1-3-credit vocational block* Career Experiences Shared Time/Tech Center Job Preparatory vocational program** Electives

* Successful job training is based on time, not credit. Students scheduled in vocational training are to be scheduled for the entire school year lasting from August through May.

** Job preparatory vocational programs include: On-campus Auto Mechanics; Child Care; Industrial Food Preparation; Business and Computer Courses.

*** By referral and acceptance only.

Option I-B (recommended for students functioning at the participatory level)

Students functioning at the participatory level are generally considered to have significant cognitive and physical limitations that preclude their ability to generalize or transfer their learning. Courses for students should focus on tasks and activities of daily living which to the extent appropriate, maximize independence and personal effectiveness.

The use of access points will provide access to the general curriculum for students with significant cognitive disabilities. The access points consist of foundational skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the Sunshine State Standards while still providing rigor and challenging academic expectations for with significant cognitive disabilities.

Courses Required for Graduation

- 3 English (2 Reading & 1 English)
- 1 Math
- .5 Career Preparation
- 1 Science
- 3 Developmental Education
- 1 Preparing for Post School Adult Living
- .5 Social and Personal Skills

9 Required Credits + 7 Electives Credits = 16 credits for graduation.

<p><u>9th Grade</u></p> <p>Cognitive and Linguistic Skills (English) Unique Skills 1 Life Sustaining and Environmental Interaction Skills Electives</p>	<p><u>10th Grade</u></p> <p>Life Skills Communication (Reading) Life Skills Math Developmental – Functional Motor and Sensory Skills .5 Career Preparation Electives</p>
<p><u>11th Grade</u></p> <p>Life Skills Reading Unique Skills 2 .5 Social and Personal Skills Leisure and Recreation Skills Electives</p>	<p><u>12th Grade</u></p> <p>Health and Safety (Science) Preparing for Post School Adult Living Unique Skills 2 Electives</p>

Courses should include outcomes related to curriculum and learning, communication, independent functioning and social emotional behavior benchmarks. Specific courses requirements shall be made by the IEP team, for the student's level of functioning.

Special Diploma Option II (recommended for students functioning at the independent level)

While completing Phase I-A is strongly encouraged prior to entering Phase II-A, an IEP Team may recommend a student enter this diploma option in Phase II.

Phase I-A:

- ◆ Career Education and/or Career Preparation
- ◆ Self Determination/Driver's Education or other elective
- ◆ Math
- ◆ English
- ◆ Social Personal Skills course
- ◆ Elective

Phase II-A:

Two or more semesters of one of the following are required:

- ◆ On-the-job training (unpaid or paid)
- ◆ Vocational training program on campus
- ◆ Vocational training class at a technical center through shared time or dual enrollment

Phase II-B:

- ◆ Maintain hours of successful community-based employment during two or more consecutive semesters at minimum wage or better by Wage and Labor guidelines (required)
- ◆ Be 17 years of age or older

Promotion

Exceptional education students seeking an honors diploma, standard diploma, or a special diploma must have a minimum GPA of 2.0 to be promoted from one grade level to another. A special certificate of completion does not require a minimum GPA for promotion.

Dismissal

Students being dismissed from exceptional student education programs to regular programs or reassigned to other exceptional student education programs shall be determined by an eligibility staffing committee for placement based on least restrictive environment, academic performance, age, and course credits earned for grade placement and the appropriate educational judgment of the eligibility staffing committee, as outlined in the Special Programs and Procedures for Exceptional Students document .

Course Credit

An exceptional student may be awarded course credit toward a standard diploma or standard certificate of completion when the course is taken with regular students, or when the course is taken with exceptional students, provided the student meets either the performance standards or the Sunshine State Standards established for the course. Accommodations may include: (1) flexible scheduling; (2) flexible timing; (3) flexible setting, (4) flexible presentation/revised format, and (5) flexible responding.

An exceptional education student may be awarded course credit toward a special diploma or special certificate of completion by taking courses in exceptional, basic or vocational education, as listed in the current Course Code Directory. Exceptional student education (ESE) course descriptions and Sunshine State Standards for Special Diploma developed by the Department of Education will be used for exceptional education courses for Special Diploma.

Accommodations shall be made to basic courses as necessary to assure disabled students the opportunity to meet the graduation requirements for a standard diploma. Accommodations shall be made to vocational courses and programs of study, as necessary, to assure disabled students the opportunity to meet graduation requirements for a standard or special diploma.

The decisions as to whether a student has satisfactorily completed a course and what grade is to be issued are professional judgments of the teacher. However, to receive credit in a course, a student must demonstrate mastery of the performance standards designated for that course. Any grade which a student receives, including failure, shall be adequately documented in the form of test grades, grades on class participation, mastery of performance standards, and other course work to support the decision. The grading scale will be as follows: A=Excellent, 90-100; B=Good, 80-89; C=Average, 70-79; D=Poor, 60-69; F=Failing, below 60.

Student Progression - Adult Education Students

Definition of Adult Students

An adult student is one who is beyond the compulsory school age and who has legally left the elementary or secondary school. However, with special permission, as specified by the State

Board of Education, an individual of compulsory school age may be temporarily assigned to one or more classes offered in Adult Education.

Adult General Education

Adult Basic Education, 0-8.9

The requirements for student progression for the basic levels of the Adult Basic Education program shall provide for the continuous progress of all students.

Placement of Adult Basic Education Students

Students who enter the Adult Basic Education program will be initially assessed by the Test of Adult Basic Education (TABE), an instrument approved by the DOE for this purpose. The student will then be placed in an individualized program based on the assessment results and personal goals. Returning students who have completed at least one Literacy Completion Point (LCP) by demonstrating mastery of performance standards approved by the DOE may be placed at their level of achievement. Additional assessment instruments may also be used to place adults with disabilities at their level of achievement..

Promotion - Through Adult Basic Education Levels

Promotion will be determined by demonstrated completion of state-approved performance standards at the student's level of achievement for reading, mathematics, and language arts courses offered in the Adult Basic Education program.

The program is subdivided into three courses:

- Reading
- Mathematics
- Language

Placement of English for Speakers of Other Languages (ESOL) and Literacy for Career and Technical Education (ELCATE) Students

Students who initially enter the program are tested with instruments approved for this purpose by the State Board of Education to determine their English language proficiency in reading and listening. Each student shall be interviewed to evaluate speaking and listening ability based on the Comprehensive Adult Student Assessment System (CASAS).

The ESOL program is subdivided into two courses: ESOL and ELCATE.

Each course has a Student Performance Level (SPL) and a Comprehensive Adult Student Assessment System (CASAS).

ESOL is divided into six levels:

<u>Adult ESOL Course Code Name & Number</u>	<u>ESOL Level</u>	<u>Entry / Progression / Exit</u>	<u>SPL</u>
Adult ESOL 9900040	<u>Foundations</u>	<u>180 or lower and literate in native language</u>	<u>1</u>

<u>CIP# 1532.010300</u>	<u>Low Beginning</u>	<u>181-190</u>	<u>2</u>
	<u>High Beginning</u>	<u>191-200</u>	<u>3</u>
	<u>Low Intermediate</u>	<u>201-210</u>	<u>4</u>
	<u>High Intermediate</u>	<u>211-220</u>	<u>5</u>
	<u>Advanced</u>	<u>221-235</u>	<u>6</u>

Promotion Through ELCATE

Promotion of a student will be determined by demonstrated completion of state-approved performance standards at level of achievement. Each level includes language competencies the student needs to acquire. State-approved tests are used to determine student readiness for other programs, such as ABE (Adult Basic Education), GED, technical programs, and college. ELCATE prepares students to be successful in technical programs and in the workplace.

Placement and Promotion of Citizenship Education Students

The purpose of this course is to prepare students for success in the Naturalization process required for all who have United States citizenship as a goal. The only measurable outcome will be the student's successful completion of performance standards which demonstrate probability of success on the U.S. Bureau of Citizenship and Immigration Services (BCIS) naturalization exam.

Placement and Promotion of Workplace Readiness Skills for Limited English Proficient Students

The purpose of this course is to provide English language instruction for limited English proficient ELL adults who are employed but are required to improve English language skills to maintain employment or upgrade employment. Each student shall be interviewed to evaluate speaking and listening ability. Most workplace classes are customized for a particular population with specific goals determining the appropriate performance level of the student. Successful completion of the course by an individual student will be a joint decision of the instructor and the employer.

Placement and Promotion of Literacy for Adult ESOL Learners

Promotion of a student will be determined by demonstrated completion of state approved performance standards at level of achievement. Each level includes language competencies the student needs to acquire. State approved tests are used to determine student readiness for other programs, such as ABE (Adult Basic Education, GED, technical programs, and college.

Placement of GED Preparatory Students

Students who are promoted from the Adult Basic Education program will advance to Adult Secondary Level IV, grades 9-12. Completion of Level IV is dependent on the student's mastery of academic content areas evaluated by the passing of the Official GED Tests. The GED tests measure proficiency in writing skills, social studies, science, interpreting literature and the arts, and mathematics. Level IV is a preparatory program for the attainment of a high school equivalency diploma as measured by achievement of qualifying scores on the Official Tests of General Educational Development (GED).

GED Examination Eligibility

1. Adults (18 years of age or older)

2. Youth (16-17 years of age) who for extraordinary circumstances are determined eligible to test by the Superintendent of Orange County Schools or his designee. Extraordinary circumstances shall include, but not be limited to, the following criteria for the superintendent's consideration:

- Pregnancy or teen parent
- Sole supporter
- Medical, physical, or mental condition that interferes with regular school policies
- Credit deficiency
- Multiple FCAT failures
- Homelessness

Before test eligibility can be considered, the youth must be legally withdrawn from secondary school (including private and home schooled students) for a period of thirty (30) days. In addition, he/she will enroll in and complete a GED preparation program, obtain recommendation from an Orange County GED prep teacher, and obtain parental/guardian consent.

3. Students enrolled in an approved dropout prevention program

State of Florida Diploma through the GED Testing

Passing the Official Tests of General Educational Development (GED) qualifies a person for a State of Florida High School Diploma. Prerequisite requirements must be met before testing and minimum scores, as specified by the Florida Department of Education, must be earned to obtain the State of Florida Diploma through the GED testing program.

A student who successfully completes all requirements and receives a diploma issued by the Florida Department of Education shall be considered a high school graduate. Orange County high school diplomas will not be issued to students in lieu of the State of Florida high school diploma.

Students enrolled in an approved dropout prevention program, who successfully complete the GED tests, may be awarded an Orange County high school diploma in addition to the State of Florida high school diploma.

Placement of Adult High School Credit Program Students

Students entering the Adult High School Credit Program will have previous high school transcripts evaluated by an adult high school guidance counselor prior to enrollment. Guidance counselors will then make recommendations for program placement based on previous credits, assessment results, and student goals.

Determination of Credits

A student must have a minimum cumulative grade point average of 2.0 on a 4.0 scale (A=4, B=3, C=2, D=1, F=0) in courses required for graduation. In computing the cumulative GPA to determine if a student meets this requirement, only courses for graduation will be used. According to s.1003.43(6), F.S., no student may receive credit towards state graduation requirements for Level I courses taken after July 1, 1997 unless a written assessment of need is included in a student performance plan. It is the responsibility of the co-enrolled student's counselor and principal to ensure the student's performance plan is in place before recommending the student to the adult education program. No failed grades will be used. Elective courses in excess of graduation

requirements will not be used. When a student has repeated a course in which he/she received a failing grade or a course in which he/she received a grade of "D," the lower of the two grades is dropped from the computation of the grade point average. However, both grades must remain on the student's transcript.

For students entering the ninth grade in the 2000-2001 school year and thereafter, the high school graduation GPA shall be based on all courses taken unless the grade has been forgiven by retaking the course. The forgiveness of required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher by retaking the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher by retaking the same or comparable course or another elective course. Any course grade not replaced according to this forgiveness policy must be included in the calculation of the cumulative grade point average for graduation.

A student must also satisfy the State Department of Education passing score on the Florida Comprehensive Assessment Test (FCAT) as determined by the State Board of Education. Students enrolled in ninth grade in the Fall of 1999 and thereafter, must earn a passing score on the FCAT Grade 10 assessment. A remedial education experience designed to remedy the specific deficiency or deficiencies will be provided to the adult student who fails the FCAT. The local school staff must verify with proper documentation that remediation and re-evaluation were provided. Students who earn the required credits but are unable to meet the standards established by the State Board of Education for the FCAT will receive a certificate of completion. Such a student may attend an additional year of school on a full- or part-time basis to meet all graduation requirements and receive a standard high school diploma.

A student who has previously been awarded a Certificate of Completion in lieu of a regular high school diploma by virtue of failure to pass the statewide competency test may be awarded a regular high school diploma upon retaking and passing the HSCT or FCAT.

A student who is entitled to a certificate of completion or who receives a certificate of completion in lieu of a standard high school diploma, may elect to remain in school for up to one additional year in order to achieve the GPA required for graduation and may be awarded a standard high school diploma.

A student who accepts a certificate of completion at a graduation ceremony shall not be eligible to participate in a subsequent high school graduation ceremony nor an adult education center's graduation ceremony for a high school diploma.

To receive credit in any course, students must demonstrate mastery of the intended outcomes and Sunshine State standards and benchmarks designated for that course. The student's tracking sheet demonstrating mastery will be kept in the student's cumulative folder. Credit is awarded upon attainment of a satisfactory score on (a) standardized semester examination(s), regardless of time spent in class. Students should not be allowed to test in any course if the student has been in attendance for less than 12 hours. The satisfactory completion of each course results in .5 credit for a semester course and 1.0 credit for a full-year course. The grading scale will be prescribed by state statute: A=Excellent, 90-100; B=Good, 80-89; C=Average, 70-79; D=Poor, 60-69; F=Failing, below 60.

Credits transferred from accredited schools in other school systems shall be evaluated in terms of the requirements of the school system where such credit was earned.

(Numbers in parentheses reference numbered sections below.)

Required credits (Adult Education Program) for students entering 9th grade before the 2007-2008 school year include:

Language Arts (1) (6)	4
Mathematics (6)	3
Science (6) (7)	3
Social Studies (2)	3
Physical Education (3)	0
Performing Fine Arts (4) (8)	.5
Practical Arts Career Education Or Exploratory Career Education (5) (8)	.5
Life Management Skills	.5
Electives*	<u>9.5</u>
TOTAL CREDITS	24.0

Required credits for students entering 9th grade in the 2007-2008 school year include:

English (1) (6)_____	4.0
Mathematics (6)	4.0
Science (6) (7)	3.0
Social Studies *(2)	3.0
Performing Fine Arts (4)	1.0
Electives	9.0
Total	24

*A maximum of two elective credits may be awarded for successful military experience. The military experience must be validated by evidence of an honorable discharge.

- (1) The language arts requirements are fulfilled by English I through English IV which, by state law, give major concentration to composition and literature. ESOL I through IV also satisfies the Language Arts requirement.
- (2) Social Studies requirements must include: one credit of American history; one credit of world history including comparative study of history, doctrines, and objectives of all major political systems; one semester of American government including the study of the United States Constitution, and one semester of Economics including comparative study of history, doctrines, and objectives of all major economic systems. The study of Florida government including its Constitution and the branches of government-state, municipal and county will be required as part of the American government course.
- (3) The Florida legislature has waived the required one credit in physical education for adults. This credit has been transferred to the electives column.
- (4) For performing fine arts, any course listed in the Florida Course Code Directory (Section 5 Career and Technical) in the areas of art, dance, drama, music, or language arts (oral communications) may be taken by adult education students and will satisfy the credit in

performing arts required for high school graduation. A course in any art form, in addition to painting and sculpture, that requires manual dexterity or a course in speech or debate may be used.

- (5) Practical arts career education or exploratory career education_credit may be earned from any career and technical secondary courses for which high school credit is given or from an eligible postsecondary course identified in Section 5 (Career and Technical) of the Florida Course Code Directory.
- (6) Completion of ALL the courses within certain job preparatory vocational/technical programs as described by the Florida Department of Education will allow for the substitution of required credits in language arts, mathematics and science. However, credits obtained in this manner may not exceed more than two credits in each subject area.
- (7) Science laboratory requirements are waived because laboratory facilities are unavailable or inadequate to accommodate use by adult education students.
- (8) The requirement for performing fine arts and practical arts career education or exploratory career education may be satisfied by earning 1.0 credit in either area in lieu of earning 0.5 credit in each area.

Placement of Students into the Co-Enrollee Program

Provisions have been made within the Adult High School Credit Program to assist high school students who are in jeopardy of not graduating due to credit deficiency. A student in grades 9-12 who has a credit deficit may enter the Co- Enrollee Program by submitting adult education's request for enrollment form with the appropriate signatures to an adult education counselor. High school students are expected to fulfill the same course and grade requirements as those required of regular adult credit students.

Graduation/Promotion Exercises

Adult schools may conduct graduation exercises for those adult students who have successfully completed requirements for a high school diploma from Orange County or the Florida Department of Education, or for technical program completion certificates.

A student who is entitled to a certificate of completion or who receives a certificate of completion in lieu of a standard high school diploma, may elect to remain in school for up to one additional year in order to achieve the GPA required for graduation and may be awarded a standard high school diploma.

A student who accepts a certificate of completion at a graduation ceremony shall not be eligible to participate in a subsequent high school graduation ceremony nor an adult education center's graduation ceremony for a high school diploma.

STATUTORY AUTHORITY: Section 1001.41(2), Florida Statutes

LAWS IMPLEMENTED: Sections: 1001.42(21); 1002.20(11); 1003.02(1); 1003.33(1)-(2); 1003.415(1)-(7); 1003.429(1)-(9); 1003.43(1)-(7), (9)-(11); 1003.436(1)(a)-(2); 1003.437;

1003.438; 1006.02(4); 1007.235(1)-(2); 1007.27(4)-(11); 1007.271(1)-(4); 1007.271(16);
1007.272(1)-(3); 1008.21; 1008.221; 1008.25(1)-(8). Florida Statutes

ADOPTED:
