



POLICY 8.01-ER

4-H I recommend that the Board adopt the proposed emergency rule, Policy 8.01-ER, entitled " Promotion, Placement and Graduation – Student Progression Plans," and make the findings as to an emergency as set forth in the Board Report.

[Contact: Liz Perlman, PX 21105]

Emergency Adoption CONSENT ITEM

- This emergency rule will incorporate the 2008-2009 editions of the Student Progression Plans, as amended, into Policy 8.01 immediately upon adoption. Pursuant to Section 1008.25, Florida Statutes: Public school student progression, remedial instruction, promotion, and reporting requirements require that each district school board shall establish a comprehensive program for student progression. The attached 2008-2009 Student Progression Plans (Elementary School, Middle School, High School, and Adult) contain the revisions to the Plans to reflect the requirements of Florida Statutes and State Board of Education Rules.
- The Policy needs to be adopted immediately as an emergency rule because it is important that the amendments to the Plans be incorporated as close as possible to the beginning of the school year.
- Upon approval by the Board, this emergency rule would take effect September 3, 2008, and remain in effect up to 90 days, or until superseded by adoption of the regular Policy before that date. (Substantially the same content will be developed through the regular rulemaking process, which should be completed within the 90 days).
- This Policy was continued from the Board's August 27, 2008 meeting.

POLICY 8.01-ER

**PROMOTION, PLACEMENT, AND GRADUATION – STUDENT PROGRESSION
PLANS**

1. The School Board of Palm Beach County values the educational development of each student in the District. District instructional personnel will consider the individual student's academic needs when placing students in subjects, grade levels or specialty programs.
2. Promotion between grade levels shall be based upon evaluation of each student's performance and achievement. To assist and guide school officials in their decisions on placement, promotion, retention, and special programs, the Superintendent has developed the ~~2007-2008~~ 2008-2009 Student Progression Plans (~~as revised by the Board on January 30, 2008~~), which are incorporated by reference into this Board Policy. Copies of the Plans shall be maintained in the District office and at each school and are available online at www.palmbeach.k12.fl.us/curriculumlearningsupport and www.palmbeach.k12.fl.us/documents/#SPP. The Plans must include student performance standards and promotional and graduation requirements for grades K-12, adult general education, exceptional student education, and dual enrollment. Before being presented to the Board for annual approval, the revised and updated Student Progression Plan will be reviewed for compliance with federal law and Florida law and State Board of Education rules, and the Plans shall be interpreted and implemented consistent with federal and state law.
3. All PBSD forms referenced to within the Student Progression Plans are incorporated herein by reference as a part of this Policy and may be found on the School District's Records Management web site at: <http://www.palmbeach.k12.fl.us/Records/FormSearch.asp>.
4. All documents referred to within the Student Progression Plans are incorporated herein by reference as a part of this Policy and may be found on the School District's web site at: <http://www.palmbeach.k12.fl.us/> or at the Florida Department of Education web site at: <http://www.fldoe.org/>.
5. As required by Fla. Stat. § 1008.25(7)(b)5, the District shall annually publish in the local newspaper any revisions to this Policy on student retention and promotion from the prior year, referring to changes in the Student Progression Plan incorporated into this Policy.

STATUTORY AUTHORITY: Fla. Stat. §§ 1001.32(2); 1001.41; 1001.41(2); 1008.25; 1008.25(2)(7)(b)5; 1012.23(1)

LAWS IMPLEMENTED: Fla. Stat. §§ 1001.31; 1003.21; 1003.43; 1003.437; 1003.438; 1003.46; 1003.56; 1008.252

39 HISTORY: 2/18/72; 4/24/74; 12/19/74; 12/3/75; 10/20/76; 6/14/77; 10/17/79; 10/15/80;
40 5/4/83; 9/7/83; 6/5/85; 12/9/86; 3/16/88; 6/24/92; 7/28/03; 4/5/06; 9/6/06-(ER); 11/8/06;
41 8/22/07 (ER); 10/24/07; 5/7/2008: / /08 (ER)

Legal Signoff:

The Legal Department has reviewed proposed emergency rule, Policy 8.01-ER, and finds it legally sufficient for emergency adoption by the Board.

Attorney

Date

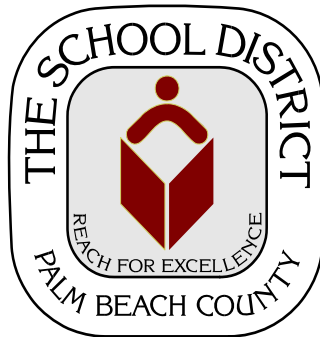
~~2007-2008-2009~~
**ELEMENTARY SCHOOL
STUDENT PROGRESSION PLANS**

Entry, Promotion, and Retention

for

Grades K - 5

Effective ~~August 23, 2007-2008~~



~~Judith Klinek, Director~~

Liz Perlman, Director

~~Department of Supplemental Educational Services~~

Department of K-12 Curriculum

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STUDENT PROGRESSION PLAN

The purpose of the Student Progression Plan is to inform school personnel, parents, students and other interested citizens about the School Board rules and administrative procedures required to implement State and local student progression requirements. It is the responsibility of the Board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. [Florida Statute §1008.25 (1)]

[The School District of Palm Beach County \(School District\) incorporates the Sunshine State Standards contained herein into this School District Student Progression Plan \(State Board of Education Rule 6A-1.09401\(2\)\).](#)

The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students. [Florida Statute §1008.25 (1)]

Teachers are responsible for providing effective instruction and remediation and documenting instruction in and students' mastery of the Sunshine State Standards. [Florida Statute §1008.25 (1)]

TABLE OF CONTENTS

ENTRY AND ATTENDANCE REQUIREMENTS	E/1
INITIAL ENTRY REQUIREMENTS	E/1
HEALTH REQUIREMENTS	E/ 2 3
Immunization	E/3
Physical/Health Examination	E/3
KINDERGARTEN AND FIRST GRADE ENTRY	E/4
Kindergarten Age Entry	E/4
First Grade Age Entry	E/4
SCHOOL READINESS UNIFORM SCREENING SYSTEM (SRUSS)	E/4
Kindergarten Entry	E/4
English Language Learners (ELLs)	E/ 4 5
Students with Disabilities	E/5
PLACEMENT OF TRANSFER STUDENTS	E/5
General Transfer Information	E/5
English Language Learners (ELLs)	E/6
Students with Disabilities	E/ 6 7
<u>Students with an Active 504 Plan</u>	E/ 6 7
Exceptional Student Education (ESE) Students with Disabilities	E/ 6 7
Placement of Transfer Kindergarten and First Grade Students	E/ 7 8
Placement of Transfer Students - Grades 2-5	E/ 8 9
Placement of Transfer Students from Home Education Program	E/ 8 9
ATTENDANCE	E/ 8 10
Students with Disabilities	E/ 9 11
<u>Students with an Active 504 Plan</u>	E/ 9 11
ESE Students with Disabilities	E/ 9 11
STUDENT ABSENCES FOR RELIGIOUS REASONS	E/ 10 11
STUDENT WITHDRAWALS	E/ 10 12
Student Withdrawals During the Last Two Weeks of the School Year	E/ 10 12
Student Withdrawals for Enrollment in Home Education Program	E/ 10 12
PROGRAM DESCRIPTION	E/11 12
FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY	
GOAL 3: STUDENT PERFORMANCE	E/ 11 13
SPECIAL PROGRAMS	E/ 12 13
Programs for English Language Learners (ELLs)	E/ 12 13
Alternative Education/Dropout Prevention (DOP) Programs	E/ 12 14
Gifted Education	E/ 12 14
Students with Disabilities	E/ 12 14

<u>Students with an Active Section 504 Plan</u>	E/ 12-14
ESE-Eligible Students ESE Students with Disabilities	E/ 12-15
Home Education Program	E/ 13-15
PROMOTION	E/14-15
STATEWIDE ASSESSMENTS	E/ 14-16
STUDENT PERFORMANCE LEVELS FOR READING, WRITING, MATHEMATICS AND SCIENCE	E/ 14-16
Teacher Judgment.....	E/ 14-16
Kindergarten Indicators	E/ 15-17
First Grade Assessments	E/ 15-17
Second Grade Assessments	E/ 15-17
Third Grade Assessments	E/ 15-17
Fourth Grade Assessments.....	E/ 16-18
Fifth Grade Assessments	E/ 16-18
STUDENT PERFORMANCE LEVEL CHARTS.....	E/ 16-18
Kindergarten.....	E/ 17-19
Grade 1	E/ 18-20
Grade 2	E/ 19-21
Grade 3.	E/ 20-22
Grade 4	E/ 21-23
Grade 5	E/ 22-24
PROGRESS MONITORING PLAN PROCESS.....	E/ 23-25
ESE Students with Disabilities.....	E/ 24-26
REMEDICATION AND RETENTION	E/ 25-27
Parental Notification of K-3 Reading Deficient Students.....	E/ 25-27
Supplemental Educational Services.....	E/ 27
Mandatory Retention/Remediation	E/ 25-28
Retention	E/ 26-29
Retention for English Language Learners	E/ 27-30
STUDENTS RETAINED FOR READING IN THIRD GRADE.....	E/ 27-30
READ Initiative	E/ 28-31
Intensive Acceleration Class (IAC)	E/ 29-32
Transitional Instructional Setting.....	E/ 29-33
EXEMPTION FROM RETENTION (GOOD CAUSE)	E/ 30-34
Criteria for Good Cause Exemption from Mandatory Retention in Grade 3	E/ 30-34
Good Cause Exemption Process.....	E/ 31-34
Good Cause Academic Performance for Third Grade Flowchart.....	E/ 32-35
Good Cause Exemption Documentation	E/ 33-36
Criteria for Other Good Cause Exemptions from Retention.....	E/ 33-36
Academic Performance/Learning Gains – Grades 4 and 5 Only	E/ 33-36

During-the-School-Year Promotion of Retained Third Grade Students	E/ 34 37
CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS\.....	E/ 35 38
English Language Learners (ELLs)	E/ 35 38
Students with Disabilities	E/ 35 39
<u>Students with an Active 504 Plan</u>	E/ 35 39
ESE-Eligible Students ESE-Students with Disabilities	E/ 36 39
ALTERNATIVE PLACEMENT FOR STUDENTS WITH THREE RETENTIONS ..	E/ 36 40
REMEDIATION PROGRAMS	E/ 36 40
Program Description	E/ 36 40
SUMMER SCHOOL	E/ 37 40
Extended School Year for English Language Learners (ELLs)	E/ 37
Home Education Students	E/ 37 40
Extended School Year for ESE Students with Disabilities	E/41
EXTENDED SCHOOL YEAR FOR STUDENTS WITH DISABILITIES	
ENROLLED IN ESE	E/37
REPORTING STUDENT PROGRESS	E/37 41
PARENT(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS	E/ 38 41
FREQUENCY OF GRADE REPORTS	E/ 38 42
MID-MARKING PERIOD PROGRESS REPORTS	E/ 39 42
GENERAL RULES OF MARKING	E/ 39 42
DESCRIPTION AND DEFINITION OF REPORT CARD MARKS	E/ 40 43
Performance Level	E/ 40 43
Marking Code	E/ 40 44
Standards Code	E/ 41 44
REPORTING STUDENT CONDUCT AND BEHAVIOR	E/ 41 45
FINE ARTS/PHYSICAL EDUCATION	E/ 41 45
DISTRICT/STATE ASSESSMENT PROGRAM	E/ 42 45
ACCOMMODATIONS OF DISTRICT/STATE ASSESSMENT FOR SPECIAL	
PROGRAM STUDENTS	E/ 42 46
English Language Learners (ELLs)	E/ 42 46
Students with Disabilities	E/ 42 46
<u>Students with an Active 504 Plan</u>	E/ 42 46
ESE-Eligible Students ESE-Students with Disabilities	E/ 42 46
EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL	
PROGRAM STUDENTS	E/ 43 47
Students with Disabilities	E/ 43 47
<u>Students with an Active 504 Plan</u>	E/ 43 47
ESE-Eligible Students ESE-Students with Disabilities	E/ 43 47
ANNUAL REPORT	E/ 44 48

The Student Progression Plan's enclosed content is valid as of School Board approval August 23, 2007-2008. Revisions, if necessary, due to legislative action will be available at each District school.

ENTRY AND ATTENDANCE REQUIREMENTS

INITIAL ENTRY REQUIREMENTS

It is the responsibility of the parents of students entering Palm Beach County public schools for the first time to present the following at the time of registration:

1. a valid birth certificate or other documentation of birth [Florida Statute §1003.21];

Florida Statute §1003.21(4)

(4) Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;*
- (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*
- (c) An insurance policy on the child's life that has been in force for at least 2 years;*
- (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;*
- (e) A passport* or certificate of arrival in the United States showing the age of the child;*
- (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*
- (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days. (School Board Policy 5.02)*

* Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

2. certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22] (School Board

Policy 5.06 (A) (2)) (Recommended form: DH 3040, that is incorporated here by reference as part of this plan – See *Health Requirements*);

3. proof of residence – For a student assigned to a school under School Board Policy 5.01 (1) (b), parent(s)/guardian(s) **must** provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation as required by Board policy such as a lease, mortgage or utility bill;
4. a certificate of immunization [Florida Statute §1003.22] – Students will not be admitted into class without proof of immunization. (Florida Administrative Code 64D-3.011)

Immunization Requirements for Entry into Grades Kindergarten through 5 2007-2008-2009							
	PK* (Age-4)	K	1	2	3	4	5
DTP /DTaP/DPT series	✓	✓	✓	✓	✓	✓	✓
OPV/IPV (Polio) series	✓	✓	✓	✓	✓	✓	✓
MMR (first)—2 doses	✓	✓	✓	✓	✓	✓	✓
MMR (second)	✓	✗	✗	✗	✗	✗	✗
HEP B series	✓	✓	✓	✓	✓	✓	✓
Varicella	✓	✓	✓	✓	✓	✓	✓
Varicella-2 doses		✓					
HIB-series	✓						

*PK-Age 3 vaccine doses as indicated for age.

Students who are without a fixed, regular and adequate residence are homeless. According to the McKinney-Vento Act, (Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C) homeless students are to be enrolled in the school immediately that meets the “best interest” of the student. Homeless children must be admitted to the school where they or their families live. [Florida Statute §1003.21(1)(f)] Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment.

A School District of Palm Beach County *New and Returning Student Registration* form (PBSD 0636 found at: <http://www.palmbeach.k12.fl.us/Records/>), must be completed at

the beginning of each school year [or when the student enters the Palm Beach County School District system](#) by the student's parent(s)/guardian(s), signed, and returned to the school. School personnel are strictly prohibited from requesting and/or requiring documentation of the immigration status of students and families. It is the responsibility of the parent(s)/guardian(s) to notify the school, in writing, promptly of any change in a student's address.

HEALTH REQUIREMENTS

All new students seeking entrance into a public school in Palm Beach County are required by Florida Statute §1003.22 and School Board Policy 5.06 to present, at the time of entry, valid documentation that they have received within the past year both a health examination and the required immunizations against the communicable diseases as identified by the Palm Beach County Health Department.

Immunization [Florida Statute §1003.41]

Students may provide a *Certificate of Medical Exemption* (temporary or permanent), DH 680, that is incorporated here by reference as part of this plan, or a *Certificate of Religious Exemption*, DH Form 681, that is incorporated here by reference as part of this plan, for exemption from immunizations based on medical reasons or religious tenets. The *Certificate of Religious Exemption*, DH Form 681, is available only through the Palm Beach County Health Department. It is not available from private physicians.

The Florida *Certification of Immunization* that includes temporary and permanent medical exemption sections is available from either private physicians or the Palm Beach County Health Department:

- Documentation of ImmunizationDH Form 680 (November 1996), Part A-1
- Documentation of Temporary Medical ExemptionDH Form 680, Part B
- Documentation of Permanent Medical Exemption DH s 680, Part C

Physical/Health Examination

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

~~2007-2008-2009~~

STUDENTS	PHYSICAL EXAMINATION
Palm Beach County	Required for Pre-K, Kindergarten and Grade 7
Transfers within Palm Beach County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten and Grade 7 Review and file DH Form 3040 and DH Form 680 in the cumulative folder for all other grades.
Transfers from another state or country	Required for all grades Physicals presented on forms from another state or country are acceptable if they include

	<p>all components covered on DH Form 3040**</p> <p>Must have been performed within one year of enrollment unless exempt based on a written request for religious reasons</p>
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**DH Form 3040 – State of Florida Health Examination Form

KINDERGARTEN AND FIRST GRADE ENTRY

Kindergarten Age Entry

Entering kindergarten students **must** attain the age of 5 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21 (1) (a) 2]

First Grade Age Entry

1. Entering first grade students **must** attain the age of 6 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21]

Florida Statute §1003.21

2 (b) Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. However, nothing in this section shall authorize the state or any school district to oversee or exercise control over the curricula or academic programs of private schools or home education programs.

2. Students who have been enrolled in a public kindergarten **must** progress according to the district's Student Progression Plan.
3. Students transferring from nonpublic kindergartens:
 - a. **must** attain the age of 6 on or before September 1 of the school year for which entry is sought; and
 - b. **must** have written verification of satisfactory completion of kindergarten requirements from the nonpublic school. [Florida Statute §1003.21(1) (b)]

SCHOOL READINESS UNIFORM SCREENING SYSTEM (SRUSS)

Kindergarten Entry

The Florida Kindergarten Readiness Screener (FLKRS) must be administered within the first 30 school days. Upon entry, each kindergarten student shall participate in the statewide kindergarten screening [Florida Statute §1002.69(1)] and shall be administered the FKLRS, which includes the Early Childhood Observation System™ (ECHOS™) and the

first two measures of the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS™) for kindergarten.

English Language Learners (ELLs)

For ~~ELLs, English Language Learners~~, administration of the ~~Florida Kindergarten Readiness Screener (FLKRS)~~, which includes the ~~ECHOS Early Childhood Observation Screener (ECHOS)~~ and DIBELS, should be conducted as close as possible to the conclusion of the 30-day administration period and **after** the English language proficiency test has been administered. The ~~ELL English Language Learners~~ Committee should determine whether the student should be administered the FLKRS in English. Spanish speakers for whom the ~~ELL English Language Learners~~ Committee has determined the screening should not be administered in English may be screened using the Spanish version of the instrument. Speakers of languages other than English and Spanish should not be administered the FLKRS.

Students with Disabilities

An ESE student with disabilities who is entering kindergarten and has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs will be placed immediately in the appropriate educational program(s) without temporary assignment. The receiving school **must** review the current IEP/EP and may revise the document as necessary.

The IEP Team will determine whether the FLKRS or DIBELS is appropriate for students with disabilities.

Students who have been retained in kindergarten are not included in the administration of the FLKRS. Retained kindergarteners are not included in the administration of the DIBELS unless the student is enrolled in a Reading First or PMRN-user school.

PLACEMENT OF TRANSFER STUDENTS

General Transfer Information

A student who transfers to a Palm Beach County public school with documentation of completed course work from a state or regionally accredited public or private school or institution is awarded equivalent credits and all records from the previous school are accepted, subject to validation if deemed necessary.

The school administrator(s) will determine placement of a student who transfers from a home education program [School Board Policy 8.14 (10)] or a state or regionally accredited school or institution. If a student transfers from a school or program other than a state or regionally accredited institution or with inadequate or incomplete records, placement will be based upon the information available, including any or all of the following:

1. student's age.
2. a review of all existing school records, home education portfolio (e.g., student work samples, annual evaluations) and/or credit transcripts.

3. a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program.
4. a test on ~~grade level or~~ individual subject-area objectives (or competencies) to be identified by the principal.
5. interview with the student (and/or the parent(s)/guardian(s)) by the principal or designee(s); or
6. grade placement shall be validated through satisfactory completion of academic work in the district within a forty-five (45) school-day period or equivalent period or passing appropriate examination(s) for each subject. (School Board Policy 8.022 (1))

The student who does not satisfactorily complete the forty-five (45) school-day period specified above shall be provided remedial assistance or placement in the appropriate grade level according to the *Student Progression Plan*. (School Board Policy 8.022(2))

The student's custodial parent(s)/guardian(s) may appeal the placement decision to the superintendent or designee within fourteen (14) calendar days of the principal's decision. (PBSD Policy 8.022 (3))

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0900-6.0904; School District of Palm Beach County English Language Learners (ELLs) District Plan, 2004-2005 to 2007-2008 found at: <https://data.fl DOE.org/lepplan/reports/default.cfm>)

The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement [as per State Board of Education Rule §6A-6902](#). Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available [\[see State Board of Education Rules §6A-6.0902 \(3\)\(b\)\]](#). This information is documented on the *English Language Learners Student Programmatic Assessment and Academic Placement Review* PBSD #1764 (<http://www.palmbeach.k12.fl.us/Records/>), and filed in the English Language Learners folder. Community language facilitators assist the students and their families when necessary to ensure proper program/course placement.

An ~~English Language Learners~~ ELL Committee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. An administrator must be part of the ~~English Language Learners~~ ELL Committee making the placement decision.

~~English Language Learners~~ ELLs are scheduled into classes that fulfill graduation requirements and the district's *Student Progression Plan* as well as completed academic coursework, regardless of the language in which the coursework was done. School board policy provides flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

Students with Disabilities

Students with an Active Section 504 Accommodation Plan

A Multi-Disciplinary Team (MDT) (a Child Study Team or Section 504 Team) must meet as necessary to determine if an otherwise qualified student's mental or physical impairment substantially limits one or more of the student's major life activities. , such as Major life activities include learning, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility.

A transferring student with an active Section 504 [Accommodation Plan](#) is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida School District. Upon notification that a transferring student is one with has an active [Section 504 Accommodation Plan](#), the receiving school **must** review the existing active [Section 504 Accommodation Plan](#) and **must** revise as needed.

ESE-Eligible Students

A transferring ESE-eligible student is a student who was previously enrolled as an ESE-eligible student in any other school or agency and who is enrolling in a Florida School District, or in an educational program operated by the ESE Department through grants or contractual agreements.

The IEP Team will determine whether the FLKRS or DIBELS is appropriate for transferring ESE-eligible kindergartners.

Students who have been retained in kindergarten are not included in the administration of the FLKRS. Nor are retained kindergartners included in the administration of the DIBELS, unless the student is enrolled in a Reading First or PMRN-user school.

An ESE student with disabilities who is entering kindergarten and has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs will be placed immediately in the appropriate educational program(s) without temporary assignment. The receiving school **must** review the current IEP/EP and may revise the document as necessary.

An ESE-eligible student with a disability who is transferring from one Florida public School District to the School District of Palm Beach County who has a current IEP, or Education Plan (EP) for gifted students, will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/EP as necessary.

An ESE-eligible student who is transferring from an out-of-state public school who has a current IEP/EP and evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be placed immediately in the appropriate educational program(s) without temporary assignment.

An ESE-eligible student who is transferring from out-of-state and does not meet the School District's criteria for dismissal from an ESE program will be placed immediately in the appropriate educational program(s), without temporary assignment. In both cases, the receiving school **must** review the current IEP/EP and ~~may~~ revise the document as necessary.

Students with an Active 504 Plan

~~A transferring student with an active 504 Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an active 504 plan, the receiving school **must** review the existing 504 Plan and **must** revise as needed.~~

Exceptional Student Education (ESE) Students with Disabilities

Placement of Transfer Kindergarten and First Grade Students

Dates for the legal public school minimum entry age by state and territory (provided by the Florida Department of Education) should be used in accepting kindergarten and first grade transfer students according to State Board of Education Rule 6A-1.0985.

State Board of Education Rule 6A-1.0985

6A-1.0985 Entry into Kindergarten and First Grade by Out-of-State Transfer Students.

- (1) Any student who transfers from an **out-of-state public school** and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3).
- (2) Any student who transfers from an **out-of-state nonpublic school** and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
- (3) In order to be admitted to Florida schools, such a student transferring from an out-of-state school must **provide the following data:**
 - (a) Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
 - (b) An official letter or transcript from proper school authority which shows record of attendance, academic information and grade placement of the student;
 - (c) Evidence of immunization against communicable diseases as required in

Section 1003.22, Florida Statutes;

(d) Evidence of date of birth in accordance with Section 1003.22, Florida Statutes; and

(e) Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.22, Florida Statutes.

Clarification of placement procedures for transfer kindergarten and first grade students from other states or countries is available through the Department of Supplemental Education Services.

Placement of Transfer Students - Grades 2-5

A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and all records from the previous school are accepted.

Placement of Transfer Students from Home Education Program

Refer to "General Transfer Information" section.

ATTENDANCE [Florida Statute §1003.21]; (School Board Policy 5.0901)

School attendance is the direct responsibility of the parent(s)/guardian(s) and students. ([Florida Statute §1003.24]; (School Board Policy 5.09 (a)) All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility.

The district and/or school student handbook outlines the attendance procedures for that school. All school procedures conform to the following district-wide procedures:

1. Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. It is the responsibility of the student to make up work missed because of absences. Students receiving out-of-school suspension **must** be assigned schoolwork that will cover the content and skills taught during the duration of the suspension. Students are given one day for each absence to complete makeup work unless unusual circumstances indicate an extension. The principal or designee **must** approve any extension.
2. An "excused" absence is:
 - a. Student illness — If a student is continually sick and repeatedly absent from school, he or she **must** be under the supervision of a physician in order to receive an excuse from attendance
 - b. Medical appointment

- c. Death in the family
- d. Observance of a religious holiday or service that is recognized as such by all members of the faith
- e. Subpoena by a law enforcement agency or mandatory court appearance
- f. Other individual student absences beyond the control of the parent/guardian or student, as determined and approved by the principal or the principal's designee.

An "unexcused" absence is any absence that does not fall into one of the above excused absence categories. (School Board Policy 5.09)

Students receiving out-of-school suspension (OSS) **must** be assigned schoolwork to keep up with content and skills covered during the duration of the suspension. Students on OSS will be permitted to make up nine (9)-week and semester examinations, if applicable. Projects, term papers, etc., which represent work for a period of time greater than the OSS period will be submitted for the purpose of determining a student's grade.

Should questions arise regarding this OSS rule, principals will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the area Superintendent if a conflict arises.

All make-up work should be completed within two weeks of the end of the semester, unless the student's principal makes an exception.

3. If a student is confined to home or a hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program is available in ~~the *Specially Designed Instructions for Students Who Are Homebound or Hospitalized* (State Board of Education Rule 6A-6.03020) and in Definitions, ESE Policies and Procedures and ESE Administrators.~~ *the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students.* (State Board of Education Rule 6A-6.03411) *the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students.* (State Board of Education Rule 6A-6.03411)
5. ~~Every school year, each student will be provided a New and Returning Student Registration form (PBSD 0636) that must be completed and signed by the parent(s)/Guardian(s) and returned to the school. It is the responsibility of the parent(s)/guardian(s) to notify the school, in writing, promptly of any change of a student's address.~~

Students with Disabilities

Students with an Active 504 Accommodation Plan

In the case of a student with excessive absences, a Multi-Disciplinary Team (MDT) (Child Study/Section 504 Plan Team) should be convened to determine if the absences are caused by the disability of record on the active *Section 504 Accommodation Plan*. If the ~~MDT multidisciplinary team~~ determines that the absences are caused by the disability, the student's placement **must** be re-evaluated as to the appropriateness of the current placement and the Section 504 Accommodation Plan **must** address any additional strategies and/or interventions needed.

If the ~~MDT multidisciplinary team~~ determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student. Documentation of the ~~MDT multidisciplinary team~~ should be provided on the form entitled *ADA/504 Record*. (PBSD 1468 found at <http://www.palmbeach.k12.fl.us/Records/>)

~~ESE Students with Disabilities~~ ESE-Eligible Student

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. (~~State Board of Education Rule 6.0331 (2) (d)~~) (State Board of Education Rule 6A-6.0331(1) (c) Attendance data shall be reviewed and used as one indicator of a student's access to instruction). If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must** determine a reasonable course of action that may include the possible waiver of the attendance guidelines in determining grades as well as a change of placement.

If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student is treated in the same manner as that for a general education student.

STUDENT ABSENCES FOR RELIGIOUS REASONS

Students will be afforded an opportunity to make up missed work without adverse school effects when absent because of a religious holiday. Within five school days prior to an expected absence for religious reasons, parent(s)/guardian(s) **must** notify the principal in writing and request that the student be excused from attendance. A written excuse will not be required upon return to school and no adverse or prejudicial effects will result for any student availing her/himself of this provision. Students will be permitted to make up missed work according to school-center procedures. (School Board Policy 5.095)

Should questions arise regarding this rule, the principal will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the area superintendent should a conflict arise.

EARLY STUDENT WITHDRAWALS

Student Withdrawals During the ~~Last Two Weeks of the~~ School Year (School Board Policy 8.04)

A student who leaves before the close of the school term shall receive grades on the report card covering the periods in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year.

The parent(s)/guardian(s) of a student who leaves school **during** the last two weeks of the school year **must** show evidence that the withdrawal is necessary and the student **must** successfully complete ~~assigned class work~~ examinations as appropriate. Principals are authorized to make arrangements for the administration of any tests or examinations as appropriate. (School Board Policy 8.04)

Principals may **waive determine that** the requirements for early withdrawal **are not required** when unusual/extenuating circumstances require it. Approval is mandatory prior to the student's leaving school.

Student Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a home education program, the custodial parent(s)/guardian(s) **must** initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, in writing, of the intent to establish a home education program for the student. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program. [Florida Statute §1002.41] (School Board Policy 8.14 (3))

Home education correspondence should be mailed to:

School District of Palm Beach County
Fulton-Holland Educational Services Center
Home Education Office
3308 Forest Hill Boulevard, Suite C-124
West Palm Beach, FL 33406-5813

PROGRAM DESCRIPTION

The School District of Palm Beach County Curriculum Guidelines incorporates the strands, standards and benchmarks of the Florida Department of Education *Sunshine State Standards*. [Florida Statute §1003.41] The curriculum guidelines include benchmarks for the disciplines of:

- Language Arts
- Mathematics
- Science
- Social Studies
- Foreign Language
- Health Education
- Music
- Physical Education
- Visual Arts

These benchmarks delineate the academic achievement for which the state will hold schools accountable. District-adopted and/or district-developed instructional materials are tools provided for elementary school students to meet the benchmarks.

District Grade Level Expectations are based upon the curriculum guidelines of the school district and identify what each student should know and be able to do in reading, writing, mathematics and science by the end of each grade.

FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY GOAL 3: STUDENT PERFORMANCE

A comprehensive program of general education based on *Florida's System of School Improvement and Accountability*, Goal 3, when implemented effectively enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

The School District of Palm Beach County Curriculum Guidelines also incorporates the Goal 3 Standards of *Florida's System of School Improvement and Accountability*. Goal 3 emphasizes instruction that focuses on the first ten of the eleven Goal 3 Standards in order to help students apply specific content knowledge in real-world situations and become successful as:

1. information managers
2. effective communicators
3. numeric problem solvers
4. creative and critical thinkers
5. responsible and ethical workers
6. resource managers
7. systems managers
8. cooperative workers
9. effective leaders
10. multiculturally sensitive citizens

The eleventh Goal 3 Standard states that throughout a student's education, families will share the responsibility of accomplishing all the standards set in Goal 3.

SPECIAL PROGRAMS

Programs for English Language Learners (ELLs) (State Board of Education Rules 6A-6.0900 et seq.) School District of Palm Beach County English Language Learners (ELLs) District Plan, 2004-2005 to 2007-2008 found at: <https://data.fldoe.org/lepplan/reports/default.cfm>, 2004-2005 to 2007-2008)

Students whose English language proficiency in the listening, speaking, reading and writing skill areas is limited will be identified as English Language Learners, **assessed and placed as provided in State Board Education Rules 6A-6.0902**. All ELLs **English Language Learners must** be given **equal access** to the general curriculum as defined by the School District of Palm Beach County Curriculum Guidelines. The general education standards and benchmarks should be the basis of their curriculum. They are placed in courses based on need and eligibility, regardless of their English language proficiency.

The individual student's ~~ELL English Language Learner~~ plan documents the instructional strategies required to ensure the student an equal opportunity to master the general education curriculum.

Note: See School District of Palm Beach County *English Language Learners District Plan* for full explanation of services and models.

See [State Board of Education Rules 6A-6.0903\(2\) Standards for Student Exit from the ESOL Program and additional assessment requirements.](#)

Alternative Education/Dropout Prevention (DOP) Programs (State Board of Education Rules 6A-6.052, 6A-6.05292)

The academic program for an Alternative Education/DOP student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum and/or setting. The programs employ alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests and talents of eligible students. See [School Board Policy 8.13](#) and [current Department of Alternative Education Manual](#).

The School District provides special assistance and programs to those students identified as at risk of dropping out of school. All students who exhibit the characteristics of potential dropouts are eligible for these programs.

Students who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors may be considered eligible. Students identified as ELLs and/or eligible for ESE who meet the eligibility criteria for dropout prevention may be considered for placement. See [School Board Policy 8.13](#) and [current Alternative Education Manual](#). Various programs and support activities are available in most schools throughout the School District.

Gifted Education (State Board of Education Rules 6A-6.030191)

Students enrolled in the gifted program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. A continuum of services for gifted students is offered in schools strategically located throughout the district. ~~See School Board Policy 8.13 and current Department of Alternative Education Manual.~~

Students identified as gifted, under School Board of Education Rule 6A-6.03019, have an Educational Plan (EP) that outlines goals, strengths and weaknesses and that provides direction for the instructional program. The differentiated instructional program includes advanced-level content, acceleration and enrichment that address the student's special abilities and interests. For more information regarding gifted education, refer to School Board Policy 5.725, *Special Programs and Procedures for Exceptional Student Education*.

Students with Disabilities

~~Students with an Active 504 Accommodation Plan~~

Students with an Active [Section 504 Accommodation Plan](#)

Any alteration to the delivery of instruction or student assignments for a student with an active [Section 504 Accommodation Plan](#) is the decision of the [Section 504 Child Study/504](#) Team, if it is addressed in the [Section 504 Accommodation Plan](#). Parent(s)/guardian(s) of a student with an active [Section 504 Accommodation Plan](#) **must** be notified of any proposed changes to the ~~Child Study/~~ [Section 504 Accommodation Plan](#), and **must** be given the opportunity to provide input on decisions made by the ~~Child Study/504~~ Team. Thus, the individual student's [Section 504 Accommodation Plan](#) documents the accommodations [and/or modifications](#) that are required to ensure that the student has an equal opportunity to access the general education curriculum.

ESE-Eligible Students ~~ESE Students with Disabilities~~

Pursuant to School Board Policy 5.725, IEPs for ESE-eligible students must specify the specifically designed instruction and related services that are necessary to meet their each student's unique needs. See State Board of Education Rule § 6A-6.03028; ~~03028~~ 03411, *Definitions, ESE Policies and Procedures and ESE Administrators*. All students **must** be given access to the general curriculum as defined in the School District of Palm Beach County Curriculum Guidelines, as is appropriate in relation to their unique needs and abilities [and as delineated on each student's IEP](#). For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one or more content areas may be, more appropriate. See State Board of Education Rule § 6A-1.09414 for course descriptions.

In all cases, the IEP Team makes [special program placements](#) and the educational decisions. The IEP Team develops ~~the IEP to address annual goals and short-term objectives to meet the unique needs of the student that are appropriate. The IEP may specify whether modifications or accommodations are necessary in the areas of curriculum, instruction, and/or assessment. The IEP must be implemented as indicated.~~ a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities, as well as meeting each of the student's other educational needs that result from the student's disability. See State Board of Education Rule § 6A-6.03028.

In particular, the IEP Team should draft benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards; or any other student with a disability, at the discretion of the IEP Team. (See State Board of Education Rule § 6A-6.03028).

The IEP may specify whether **accommodations/*** modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum

descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP Team.

Home Education Program (School Board Policy 8.14)

A home education program is sequentially progressive instruction of a student directed by his/her parent(s) or guardian(s). The parent(s)/guardian(s) of each registered home education student **must** maintain a portfolio of student work including a log of educational activities made concurrently with instruction and a listing of all reading material. The parent/guardian is responsible for submitting an annual evaluation in accordance with Florida Statute §1002.41.

Home education correspondence should be mailed to:

School District of Palm Beach County
Fulton-Holland Educational Services Center
Home Education Office
3308 Forest Hill Boulevard, Suite C-124
West Palm Beach, FL 33406-5813

PROMOTION

Each student's progression from one grade to another is determined, in part, upon proficiency in reading, writing, science, and/or mathematics. Information in the Student Progression Plan facilitates recognizing such proficiency. (See *Student Performance Level Charts* on pages E/1819-E/2324.) Each student and his or her parent/guardian will be informed of the student's progress. (See *Reporting Student Progress* on pages E/4042-E/4748). [Florida Statute §1008.25(1)]

STATEWIDE ASSESSMENTS

Each student **must** participate in the statewide assessments tests required by Florida Statute §1008.22. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science and mathematics for each grade level, or who does not meet specific levels of performance as determined by the Commissioner of Education on statewide assessments at selected grade levels, **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. [Florida Statute §1008.25(4)(a)]

STUDENT PERFORMANCE LEVELS for READING, WRITING, MATHEMATICS and SCIENCE

The School District must define specific levels of performance in reading, writing, mathematics and science for each grade level. Florida Statute § 1008.25. ~~Florida Statute §1008.25 requires that the district define specific levels of performance in reading, writing, mathematics and science for each grade level.~~ These levels of performance will be used

to identify students who **must** receive remediation and **may** be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. [Florida Statute §1008.25(6)(a)] No students may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance Sunshine State Standards as set forth in State Board of Education Rule 6A-1.09401.

Students will be identified as performing at one of three levels that indicates a student's achievement.

Level 3: on or above grade level

Level 2: less than a year below grade level

Level 1: more than a year below grade level

(School District of Palm Beach County Elementary Report Card)

Various indicators that include, but are not limited to, multiple measures using appropriate grade-level assessments as well as teacher judgment will be used to determine performance levels. Each elementary school shall regularly assess the reading ability of each K-3 [Florida Statute §1002.20(11)] and grades 4-5 student. A list of the assessments follows.

Teacher Judgment

The teacher **must** provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

Teacher judgment factors may include, but are not limited to:

- previous retentions
- level of text at which student is successful
- observations
- checklists
- student portfolios
- classroom assessments
- current grades/marks
- lexile levels

Kindergarten Indicators

- The Florida Kindergarten Readiness Screener (FLKRS)
- Reading and Writing Assessments: ~~Concepts of Print—Reading, Letter Recognition, Sound Recognition, Phonemic Awareness including Phoneme Blending and Phoneme Segmentation, Concepts of Print—Writing, Word Recognition~~ Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Record Level, Retelling/Comprehension Conversation and Writing About Reading.
- District-adopted mathematics and reading program assessments

- District-adopted science program assessments

First Grade Assessments

- Reading and Writing Assessments: ~~— Concepts of Print Reading, Letter recognition, Sound Recognition, Phonemic Awareness including Phonemic Blending and Phoneme Segmentation, Concepts of Print Writing, Writing Assessment with Word Recognition Checklist~~—Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Record Level, Retelling/Comprehension Conversation and Writing About Reading.
- ~~Reading Running Record(s)~~
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments
- Palm Beach Writes (Narrative Prompt)

Second Grade Assessments

- Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Record Level, Retelling/Comprehension Conversation and Writing About Reading.
- ~~Reading Running Record(s)~~
- Palm Beach Writes (narrative and expository prompts)
- ~~FCAT Norm-referenced test (NRT) – if administered~~
- Scholastic Reading Inventory (SRI)
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

Third Grade Assessments

- Reading Running Record(s)
- Palm Beach Writes (narrative and expository prompts)
- Scholastic Reading Inventory (SRI)
- School District of Palm Beach County *Sunshine State Standards* Diagnostic Assessments in reading and mathematics
- ~~FCAT Mathematics and Reading NRT~~
- FCAT Mathematics SSS
- FCAT Reading SSS (without performance tasks)
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

Fourth Grade Assessments

- Palm Beach Writes (expository and narrative prompts)
- FCAT Writing +
- Scholastic Reading Inventory (SRI)

- School District of Palm Beach County *Sunshine State Standards* Diagnostic Assessment in reading and mathematics
- ~~FCAT Mathematics and Reading NRT~~
- FCAT Mathematics SSS (without performance tasks)
- FCAT Reading SSS (with performance tasks)
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

Fifth Grade Assessments

- Palm Beach Writes (expository and persuasive prompts)
- Scholastic Reading Inventory (SRI)
- School District of Palm Beach County *Sunshine State Standards* Diagnostic Assessment in reading and mathematics
- ~~FCAT Mathematics and Reading NRT~~
- FCAT Mathematics SSS (with performance tasks)
- FCAT Reading SSS (without performance tasks)
- FCAT Science SSS
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

STUDENT PERFORMANCE LEVEL CHARTS

The student performance level charts show the identified performance levels as they relate to the FCAT SSS ~~and FCAT NRT~~ as well as FCAT Writing + and Palm Beach Writes. The charts also reflect the process of student identification for promotion or retention in reading, writing and/or mathematics for students in grades K-5 and outline Progress Monitoring Plan (PMP) options.

The charts are designed so that teachers and administrators may view each child holistically when making decisions regarding promotion or retention. The charts permit decision-makers to identify the overall achievement of each child through district and state assessments as well as classroom performance. ***The charts also allow for a more narrow focus on student achievement for the purposes of remediation decisions.***

Teachers and administrators may examine the student's reading, writing, mathematics, and/or science performance to determine whether a student is in need of remediation in one or more of these areas.

The following charts, in relation to remediation, are based upon Florida Statute §1002.20 (11) & 1008.25 (4).

KINDERGARTEN

FACTORS TO CONSIDER WHEN DECISION MAKING				DECISIONS FOR NEXT YEAR		
Classroom Performance: *Teacher Judgment *Reading Series Performance/Assessment Results *Mathematics Series Performance/Assessment Results *ESE Students with Disabilities ONLY-- Performance Based on IEP Goals and Objectives * English Language Learners (ELLs) ONLY-English Language Development Continuum *Principal Recommendation (Levels below are provided by the District's Department of K-12 Literacy K-12 Curriculum)						
Student Performance Level	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	READING K-3 ASSESSMENT Concepts of Print Reading (COP-R)	WRITING K-3 ASSESSMENT Concepts of Print Writing (COP-W)	Promote or Retain?		
Above Grade Level	RR Level 6 Guided Reading Level C-D or above Independent Instructional	All COP-R Early Literacy Behaviors (10) All h Letters (26) All s Sounds (19) All high freq. Words (25)	All COP-W	Promote to first grade		
At Grade Level	RR Level 2-5 Guided Reading Level B Independent Instructional	All COP-R* Early Literacy Behaviors (9-10) Letters (21) s Sounds (15) h High freq. Frequency Words (18)	All COP-W	Promote to first grade		
Below Grade Level	Minimally (up to 6 months)	RR Level 1 Guided Reading Level A Independent Instructional	16 COP-R* Early Literacy Behaviors (8) h Letters 14-20 s Sounds 10-14 h High freq. Frequency w Words 12-17	25-32 COP-W	Promote with a Progress Monitoring Plan Must provide daily iii	Remediation and Retention
	Considerably (6 months to a year)	N/A	10-15 COP-R* Early Literacy Behaviors (6-7) h Letters 10-13 s Sounds 5-9 h High freq. Frequency Words 7-11	16-32 COP-W	Retain with a Progress Monitoring Plan Must provide daily iii	

Substantially (more than a year)	N/A	0-9 COP-R* Early Literacy Behaviors (0-5) ↓ Letters 0-9 s Sounds 0-8 h-High freq. Frequency Words 0-6	0-15 COP-W	Retain with a Progress Monitoring Plan Must provide daily iii
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GRADE 1

FACTORS TO CONSIDER WHEN DECISION MAKING			DECISIONS FOR NEXT YEAR		
Classroom Performance: * Teacher Judgment * K-3 Reading and Writing Assessment Program Results * Writing Samples * Principal Recommendation * Reading Series Performance/Assessment Results * Mathematics Series Performance/Assessment Results * ESE Students with Disabilities ONLY-- Performance Based on IEP Goals and Objectives * English Language Learners (ELLs) ONLY-English Language Development Continuum (Levels below are provided by the District's Department of K-12 Literacy Curriculum)					
Student Performance Level	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	WRITING First Grade Writing Assessment Palm Beach Writes	Promote or Retain?		
Above Grade Level	RR Level 18 or above Guided Reading Level J and above K-L Instructional or Independent	5.0, 5.5, or 6.0	Promote to second grade	Promote to second grade	
At Grade Level	RR Level 17 Instructional Guided Reading Level I J F-G Independent	3.5, 4.0, or 4.5	Promote to second grade		
Below Grade Level	Minimally (up to 6 months)	RR Level 16, 15, 14, or 13 Guided Reading Level H C-D Instructional or Independent	3.0	Promote with a Progress Monitoring Plan Must provide daily iii	Remediation and Retention
	Considerably (6 months to a year)	RR Level 12, 11, or 10 Guided Reading Level F G-B Instructional or Independent	1.5, 2.0, or 2.5	Retain with Or promote with a Progress Monitoring Plan Must provide daily iii	

<p>Substantially (more than a year)</p>	<p>RR Level 9 Guided Reading Level E-A or below Instructional or Independent</p>	<p>0 or 1.0</p>	<p>Retain with a Progress Monitoring Plan Must provide daily iii</p>
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GRADE 2

FACTORS TO CONSIDER WHEN DECISION MAKING				DECISIONS FOR NEXT YEAR	
Classroom Performance * Teacher Judgment * Writing Samples * Reading tests * Mathematics Series Assessment Results * Classroom Grades * Principal Recommendation * Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only) * English Language Development Continuum English- Language Learners (ELLs) Only (Levels below are provided by the *District's Department of K-12 Literacy Curriculum and the **Department of Assessment)					
Student Performance Level	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	*WRITING Palm Beach Writes	**SRI-I Spring Lexile	Promote or Retain?	
Above Grade Level	Lexile Level 600 or above Guided Reading Level N and above Q-P Instructional or Independent	5.0, 5.5, or 6.0	540 and above	Promote to third grade	
At Grade Level	Lexile Level 550-599 Guided Reading Level K-L L-N Instructional or Independent	3.5, 4.0, or 4.5	220-539	Promote to third grade	
Below Grade Level	Minimally	Lexile Level 400-549 Guided Reading Level H-I K Instructional or Independent	3.0	53-219	Promote with a Progress Monitoring Plan Must provide daily iii
	Considerably	RR Level 18 Guided Reading Level F-G J Instructional or Independent	1.5, 2.0, or 2.5	Less than 52	Retain with Or promote with Progress Monitoring Plan Must provide daily iii
	Substantially	RR Level 17 Guided Reading Level I D-E Or below Instructional or Independent	0 or 1.0		Retain with a Progress Monitoring Plan Or promote with a Progress Monitoring Plan Must provide daily iii
					Remediation and Retention

GRADE 3

FACTORS TO CONSIDER WHEN DECISION MAKING								DECISIONS FOR NEXT YEAR	
Classroom Performance*Teacher Judgment*Writing Samples *Reading Tests* Mathematics Series Assessment Results* Classroom Grades*Principal Recommendation *Performance Based on IEP Goals and Objectives (ESE Students with Disabilities only)*Academic Progress *English Language Development Continuum (English Language Learners (ELLs) ONLY) (Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, the District's **Department of Assessment and *** Department of K-12 Literacy Curriculum)									
Student Performance Level		*FCAT Reading Developmental Scale Score (DSS)	*FCAT-NRT (SAT-10) Reading Percentile (# administered)	**SRI-I Spring Lexile	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	***Palm Beach Writes	* FCAT Math Developmental Scale Score (DSS)	**NRT Math Percentile	Promote or Retain
Above Grade Level	Level 5	1866 and above	96 and above	1048 and above	Guided Reading Level Q and above	5.5 or 6.0	1750 and above	95 or above	Promote to fourth grade
	Level 4	1489-1865	70-95	714-1047	Independent Lexile Level above 740	4.5 or 5.0	1509-1749	80-94	
At Grade Level	Level 3	1198-1488	45-69	456-713	Guided Reading Level N-O Independent Lexile Level 700-740	3.5 or 4.0	1269-1508	45-79	
Below Grade Level	Level 2	1046-1197	27-44	322-455	Guided Reading Level M Independent Lexile Level 350-699	2.0, 2.5, or 3.0	1079-1268	21-44	Refer to bottom of this page Must be provided PMP and daily iii
	Level 1	86-1045	1-26	321 and below	Guided Reading Level L Independent Lexile Level Below 350	0, 1.0, or 1.5	375-1078	1-20	

RETENTION — According to Florida Statute 1008.25, third grade students who score at Performance Level 1 on Grade 3 FCAT Reading SSS must be retained unless exempted for good cause. (See E/30 for list of third grade good cause exemptions). Students who score at Performance Level 2 on Grade 3 FCAT Reading SSS and whose other state/district assessment scores and/or Classroom performance in reading, writing, mathematics and science indicates that they are below grade level should be retained unless exempted from retention for good cause. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students. Students who score at Performance Level 2 or above on Grade 3 FCAT Reading SSS and whose other state/district assessment scores and/or classroom performance in reading, writing, mathematics and science range between Performance Level 1 to Level 3 or above should be considered for promotion with a Progress Monitoring Plan (PMP). Such students may also be promoted without a Progress Monitoring Plan (PMP) if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Performance Level 3. All students who score at Performance Level 1 or Level 2 on Grade 3 FCAT Reading SSS must have a Progress Monitoring Plan (PMP) for reading and must be provided daily Immediate Intensive Intervention (iii). ~~consistently at Performance Level 1 and/or lower Level 2 (with no scores in Level 3 or above) on state/district assessments and whose classroom performance in reading, writing, mathematics and science indicates that they are below grade level should be retained unless exempted from retention for good cause. Students whose state/district assessment scores range from Performance Level 1 to upper Level 2 (with no scores at Level 3 or above) should be considered for retention. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students. Students whose state/district assessment scores range between Performance Level 1 to Level 3 or above should be considered for promotion with a Progress Monitoring Plan (PMP). Such students may also be promoted without a Progress Monitoring Plan (PMP) if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Performance Level 3. However, such students may be retained if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2.~~

GRADE 4

FACTORS TO CONSIDER WHEN DECISION MAKING								DECISIONS FOR NEXT YEAR
Classroom Performance · *Teacher Judgment· *Writing Samples *Reading Tests* Mathematics Series Assessment Results *Classroom Grades* Principal Recommendation * Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only) *Academic Progress *English Language Development Continuum (English Language Learners (ELLs) ONLY) (Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, and the District's **Department of Assessment)								
Student Performance Level		*FCAT Reading Developmental Scale Score (DSS)	**NRT Reading Percentile	**SRI-I Spring Lexile	*FCAT Writing +	*FCAT Math DSS	**NRT Math Percentile	Promote or Retain
Above Grade Level	Level 5	1965 and above	95 and above	1146 and above	5.5 or 6.0	1863 and above	95 and above	Promote to fifth grade
	Level 4	1690-1964	72-94	875-1145	4.5 or 5.0	1658-1862	85-94	
At Grade Level	Level 3	1456-1689	38-71	643-874	3.5 or 4.0	1444-1657	59-84	
Below Grade Level	Level 2	1315-1455	22-37	504-642	2.0, 2.5, or 3.0	1277-1443	31-58	Refer to bottom of this page Must provide PMP and iii
	Level 1	295-1314	1-21	503 and below	0, 1.0, or 1.5	581-1276	1-30	

RETENTION — Students who score consistently at Performance Level 1 and/or lower Level 2 (with no scores in Level 3 or above) on state/district assessments and whose classroom performance in reading, writing, mathematics and science indicates that they are below grade level should be retained unless exempted from retention for good cause. Students whose state/district assessment scores range from Performance Level 1 to upper Level 2 (with no scores at Level 3 or above) should be considered for retention. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students. Students whose state/district assessment scores range between Performance Level 1 to Level 3 or above should be considered for promotion with a Progress Monitoring Plan (PMP). Such students may also be promoted without a Progress Monitoring Plan (PMP)-if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Performance Level 3. However, such students may be retained if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2.

GRADE 5

FACTORS TO CONSIDER WHEN DECISION-MAKING								DECISIONS FOR NEXT YEAR
Classroom Performance: * Teacher Judgment*Writing Samples*Reading Tests*Mathematics Series Assessment Results*Classroom Grades*Principal Recommendation*Performance Based on IEP Goals and Objectives (ESE Students with Disabilities ONLY)*Academic Progress*English Language Development Continuum (English Language Learners (ELLs) ONLY) (Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, and the District's **Department of Assessment)								
Student Performance Level		*FCAT Reading Developmental Scale Scores (DSS)	**NRT Reading Percentile	**SRI-I Spring Lexile	**Palm Beach Writes	*FCAT Math DSS	**NRT Math Percentile	Promote or Retain
Above Grade Level	Level 5	2059 and above	96 and above	1347 and above	5.5 or 6.0	1957 and above	96 and above	Promote to Sixth grade
	Level 4	1762-2058	78-95	1040-1346	4.5 or 5.0	1769-1956	88-95	
At Grade Level	Level 3	1510-1761	49-77	779-1039	3.5 or 4.0	1632-1768	70-87	
Below Grade Level	Level 2	1342-1509	30-48	605-778	2.0, 2.5, or 3.0	1452-1631	36-69	Refer to bottom of this page Must provide PMP and iii
	Level 1	474-1341	1-29	Below 605	0, 1.0, or 1.5	569-1451	1-35	

RETENTION —Students who score consistently at Performance Level 1 and/or lower Level 2 (with no scores in Level 3 or above) on state/district assessments and whose classroom performance in reading, writing, mathematics and science indicates that they are below grade level should be retained unless exempted from retention for good cause. Students whose state/district assessment scores range from Performance Level 1 to upper Level 2 (with no scores at Level 3 or above) should be considered for retention. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students. Students whose state/district assessment scores range between Performance Level 1 to Level 3 or above should be considered for promotion with a Progress Monitoring Plan (PMP). Such students may also be promoted without a Progress Monitoring Plan (PMP) if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Performance Level 3. However, such students may be retained if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower level 2.

Progress Monitoring PLAN (PMP) PROCESS-[Florida Statute §1008.25(4)]

A Progress Monitoring Plan (PMP) is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally-required student plan, such as an Individual Education Plan (IEP);
2. A school-wide system of progress monitoring for all students; or
3. An individualized Progress Monitoring Plan [Florida Statute §1008.25(4)(a)-(b)]

Each plan must outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. Listed below are the steps for implementing the PMP.

1. Each student who does **not** meet the levels of performance as determined by the district/state in reading, writing, science and mathematics for each grade level or who scores below level 3 in reading or mathematics **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. [Florida Statute §1008.25(4)(a)]
 - Data from the additional assessments are to be used to formulate the student's PMP.
 - Diagnosis and remediation will occur as soon as possible after a student has been identified as deficient in reading, writing, mathematics and/or science.
 - **Students deficient in reading must be provided with daily Immediate Intensive Intervention (iii). (State Board of Education Rule 6A-6054 (K-12))**
 - If the student identification occurs during the last nine weeks of the school year, the diagnosis will be made at the beginning of the following school year with remediation immediately following.
 - **Remediation must occur until expectations are met (Florida Statute §1008.25 (4) (c))**

~~Diagnostic assessments may include:~~

- ~~➤ student portfolio~~
- ~~➤ teacher assessment~~
- ~~➤ text/placement tests~~
- ~~➤ Palm Beach Writes~~
- ~~➤ Reading Running Records~~
- ~~➤ diagnostic software results~~

2. The PMP for a student who has been identified as deficient in reading **must** identify [Florida Statute §1008.25(4)(b)]:

- ~~the student's deficiencies in phonemic awareness, phonics, fluency, vocabulary, and comprehension;~~ A valid and reliable diagnostic assessment such as Diagnostic Assessment of Reading (DAR) should be used to identify the student's specific reading deficiency.

- the desired levels of performance in these areas;
- the instructional and support services to be provided to meet the desired levels of performance.

Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance.

3. At the conclusion of the school year, the teacher(s) of the student who had a PMP is to determine whether the student is in need of further remediation and make recommendations regarding the student's educational program for the following year.

4. All students identified as needing remediation at the end of the previous school year **must** receive a PMP by **October 1st**. Every effort should be made to implement a PMP as early in the year as possible, but implementation **must** occur no later than **October 1st**.

5. The PMP process **must** begin as soon as students are newly identified as needing remediation. The PMP **must** be in place and implementation begun for students, including those who transfer into the school district, within 45 calendar days of being identified as needing remediation.

6. All PMPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s)/guardian(s) [Florida Statute §1008.25(4)(b)] and approved by the principal. In the case of students receiving continued remediation, recommendations of the sending teacher(s) are to be reviewed as a part of the PMP process.

7. It is the responsibility of the teacher, the grade chair and the principal to ensure that the PMP is substantive and that the outlined instructional and support services are provided. The school district will assist schools and teachers in the implementation of research-based reading activities. [Florida Statute §1008.25(4)(b)]

The PMP should clearly identify:

- the specific diagnosed academic needs to be remedied;
- the success-based intervention strategies to be used;
- how, when, how often, by whom, and how long intensive remedial instruction is to be provided; and the monitoring and reevaluation activities to be employed

ESE Students with Disabilities

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- ▶ *The IEP for each child with a disability to include:*
- ▶ A statement of measurable annual goals, including academic and functional goals, designed to --
- ▶ Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

When an ESE student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science the IEP Team may be convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs including the student's below-grade level performance. The IEP Committee may

consider a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

REMEDICATION AND RETENTION

Remedial and supplemental (academic) instruction resources **must** be allocated to students in the following priority [Florida Statute §1008.25(3)(a)(b)]:

- students who are deficient in reading by the end of grade 3
- students who fail to meet achievement performance levels required for promotion

Parental Notification of K-3 Reading Deficient Students

The parent/guardian of any K-3 student who exhibits a deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be immediately notified in writing [Florida Statute §1002.20(11) and Florida Statute §1008.25(5)(c)1] of the following:

1. That the student has been identified as having a substantial deficiency in reading [Florida Statute §1008.25(5)(c)];
2. A description, understandable to the parent/guardian of the exact nature of the difficulty in learning and lack of achievement in reading. [Florida Statute §1002.20(11)];
3. The parent/guardian will be aware of and consulted in the development of the strategies and interventions of the Progress Monitoring Plan at the school. [Florida Statute §1008.25(4)(b)];
4. A description of the current services that are provided to the student [Florida Statute §1008.25(5)(c) 2];
5. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency [Florida Statute §1008.25(5)(c) 3];
6. That if the student's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause [Florida Statute §1008.25(5)(c)4];
7. Strategies for parents to use in helping their child succeed in reading proficiency. A district-developed brochure, entitled "Parents Helping Children with Reading", is sent home with a letter to the parents/guardians of any student who exhibits a deficiency in reading. The brochure provides grade-level specific tips on ways to help an elementary child learn to read. [Florida Statute §1008.25(5)(c) 5];
8. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion [Florida Statute §1008.25(5)(c) 6];
9. Additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion. Refer to charts in this section. [Florida Statute §1008.25(5)(c)6];
10. The district's specific criteria and policies for mid-year promotion [Florida Statute §1008.25(5)(c)7].

Mandatory Remediation/Retention

- Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations **must** be given intensive reading instruction **immediately** following the identification of the reading deficiency [Florida Statute §1008.25(5)(a)].
- The student's reading proficiency **must** be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student **must** continue to be provided with intensive reading instruction until the reading deficiency is remedied [Florida Statute §1008.25(5)(a)].
- If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Grade 3 FCAT Reading SSS, **the student must be retained** [Florida Statute §1008.25(5)(b)].

Students in grades 1-5 who are identified as being considerably or substantially below grade level (kindergarten through grade 2) or Level 1 or Level 2 (grades 3-5) as indicated on the *Student Performance Level Charts* on pages E/18-E/23 in reading, writing, mathematics and/or science (once proficiency levels are set) **must** receive remediation and **may** be retained [Florida Statute §1008.25(4)(c)]. However, students whose test scores and classroom performance indicate that they are almost at grade level may be promoted with close monitoring or promoted with a PMP.

The following options are available for students who have not met the levels of performance for student progression [Florida Statute §1008.25(2)(b)]:

- remediate before the beginning of the next school year and promote
- retain and remediate using an intensive program of instruction that is different from the previous school year and takes into account the student's learning style

Each student who does not meet minimum performance expectations for the statewide assessments in reading, writing, science, and/or mathematics **must** continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance. [Florida Statute §1008.25(4)(c)]

Retention [Florida Statute §1008.25]

Students who score consistently at Level 1 and/or *lower* Level 2 (with no scores in Level 3 or above) on state/district assessments and whose classroom performance in reading, writing, mathematics and/or science indicates that they are below grade level should be retained unless exempted from retention for good cause [as described in State Board of Education Rules 6A-1.094221](#), which states that students who score at Level 1 on the grade three FCAT Reading may be promoted to grade four if the student demonstrates:

- An acceptable level of performance on the FCAT Norm Referenced Test (NRT) in Reading or the Reading SAT-9 or Reading SAT-10 alternative assessment; or
- Reading on grade level as evidenced through mastery of the SSS in reading equal to at least a Level 2 performance on the grade three FCAT Reading.

The acceptable levels of performance on the FCAT NRT in Reading as an alternative assessment good cause exemption, the student must score at or above the 45th percentile (SBER 6A-1.094221 (2) (a)). The acceptable levels of performance if using the SAT-9 or SAT-10 as alternative assessments are (SBER 6A-1.094421 (2) (b)):

- Students using the SAT-9 must score at or above the 51st percentile
- Students using the SAT-10 must score at or above the 45th percentile

Students whose state/district assessment scores range from Level 1 to *upper* Level 2 (with no scores at Level 3 or above) should be considered for retention. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students.

Students who don't meet state or District expectations for proficiency may be retained if the documented proficiency has not been remediated. Such students may be promoted without a PMP if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Level 3. However, such students may be *retained* if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2.

ALLOCATION OF RESOURCES [Florida Statute §1008.25 (2) (b) & (3) (b)] --District school boards shall allocate remedial and supplemental instruction resources to students in the following priority:

(a) Students who are deficient in reading by the end of grade 3.

(b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in paragraph (2)(b) of [Florida Statute § 1008.25](#) which states that each district school board shall establish a comprehensive program for student progression which must include specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student 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. School personnel must use all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

Retention for English Language Learners

The Department of Multicultural Education has prepared grade-specific worksheets to assist elementary schools in determining if the academic difficulties of **ELLs English Language Learners** are the result of language acquisition or academic deficiency. Each sheet is designed to reflect individual progress on the grade appropriate Student Progression chart. The **ELL English Language Learners** Pre-retention Meeting Reports may be found on Omniform, PBSO 2182-2187 (<http://www.palmbeach.k12.fl.us/Records/>). The completed form **must** be brought to an **ELL English Language Learners** Committee meeting for each student being considered for retention.

STUDENTS RETAINED FOR READING IN THIRD GRADE

Third grade students retained for reading **must** be provided intensive interventions in reading to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention **must** include effective instructional strategies, the opportunity to participate in the district's Third Grade Summer Reading Academy, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade [Florida Statute §1008.25(7)(a) and [SBER 6A-6.054 \(1\)](#)].

PMPs for all students who did not score above Level 1 on the grade 3 FCAT Reading SSS and who did not meet the criteria for one of the good cause exemptions **must** be reviewed to address additional supports and services needed to remediate the identified areas of statutory reading deficiency. In addition, a student portfolio, established according to Florida statutory guidelines, **must** be completed for each such student. [Florida Statute §1008.25(7)(b)1]

Third grade students retained for reading **must** be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including **a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction** and other strategies which may include, but are not limited to [Florida Statute §1008.25(7)(b)2]:

- a. small group instruction.
- b. reduced teacher-student ratios.
- c. more frequent progress monitoring.
- d. tutoring or mentoring.
- e. transition classes containing 3rd and 4th grade students.
- f. extended school day, week, or year; and/or
- g. Summer Reading Academy.

Written notification **must** be given to the parent(s)/guardian(s) of any third grade student retained for reading stating that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification **must** comply with the provisions of Florida Statute §1002.20(14) (STUDENT REPORT CARDS) and **must** include a description of proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency. [Florida Statute §1008.25(7)(b)3]

Third grade students retained for reading **must** have a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. [Florida Statute §1008.25(7)(b)5]

Parents/guardians of third grade students retained for reading **must** be provided with:

- reading enhancement and acceleration strategies
- at least **one** of the following instructional options:
 - a. supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school [Florida Statute §1008.25(7)(b)6a];

- b. a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading [Florida Statute §1008.25(7)(b)6b]; or
- c. a mentor or tutor with specialized reading training. [Florida Statute §1008.25(7)(b)6c]

READ Initiative [Florida Statute §1008.25(7)(b) 7]

The district shall establish a *Reading Enhancement and Acceleration Development (READ) Initiative*. The focus of the READ Initiative shall be to:

- prevent the retention of grade 3 students;
- to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4; and
- to offer intensive accelerated reading instruction to each K-3 student who is assessed as exhibiting a reading deficiency.

The READ Initiative shall:

- a. Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in *Reading First* schools. The assessment **must** measure phonemic awareness, phonics, fluency, vocabulary, and comprehension. [Florida Statute §1008.25(7)(b)7a]
- b. Be provided during **regular school hours** *in addition* to the regular reading instruction. [Florida Statute §1008.25(7)(b)7b].
- c. Provide a state-identified reading curriculum that has been reviewed by the *Florida Center for Reading Research (FCRR)* at Florida State University and meets, at a minimum, the following specifications: [Florida Statute §1008.25(7)(b)7c]
 - Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level [Florida Statute §1008.25(7)(b)7cI].
 - Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension [Florida Statute §1008.25(7)(b)7cII].
 - Provides scientifically based and reliable assessment [Florida Statute §1008.25(7)(b)7cIII].
 - Provides initial and ongoing analysis of each student's reading progress [Florida Statute §1008.25(7)(b)7cIV].
 - Is implemented during regular school hours [Florida Statute §1008.25(7)(b)7cV].
 - Provides a curriculum in core academic subjects (reading, mathematics, science, and social studies) to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects [Florida Statute §1008.25(7)(b)7cVI].

Intensive Acceleration Class (IAC) [Florida Statute §1008.25(7)(b)8]

Where applicable, each school must establish an Intensive Acceleration Class (IAC) for retained grade 3 students who subsequently score at Level 1 on FCAT Reading SSS.

The focus of the IAC shall be to increase a child's reading level at least two grade levels in one school year. [Florida Statute §1008.25(7)(b) 8]

The IAC shall:

- a. be provided to any student in grade 3 who scores at Level 1 FCAT Reading SSS and who was retained in grade 3 the prior year because of scoring at Level 1 on FCAT Reading SSS [Florida Statute §1008.25(7)(b)8a];
- b. have a reduced teacher-student ratio [Florida Statute §1008.25(7)(b)8b] defined as having a smaller class size than the average class size in the school of those comparable “traditional” third-grade classrooms;
- c. 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 [Florida Statute §1008.25(7)(b)8c];
- d. use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year [Florida Statute §1008.25(7)(b)8d];
- e. provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist [Florida Statute §1008.25(7)(b)8e];
- f. include weekly progress monitoring measures to ensure progress is being made [Florida Statute §1008.25(7)(b)8f]; and
- g. report to the Florida Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester [Florida Statute §1008.25(7)(b)8g].

The district will report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of requested reports [Florida Statute §1008.25(7)(b)9].

Transitional Instructional Setting

The Intensive Acceleration Class refers to *what* is being provided to the student. The transitional instructional setting refers to *where* instruction is provided to the student. Any student who has been retained in grade 3 for reading and who has received intensive instructional services but is still not ready for grade promotion, will be provided the option of being placed in a transitional instructional setting called a 3.5 class. 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. [Florida Statute §1008.25(7)(b)10]

Retained 3rd grade students will receive additional reading instruction in the Supplemental Academic Instruction (SAI) program. The *School District of Palm Beach County Supplemental Academic Instruction Elementary School Plan* ([www.palmbeach.k12.fl.us/Supplemental EducationalServices/Index.htm](http://www.palmbeach.k12.fl.us/Supplemental_EducationalServices/Index.htm)) for ~~2007-2008~~ **2009** includes within its program description of quality implementation that:

- › The SAI teacher must be highly qualified.

- Students will receive 45-90 minutes of supplemental/additional instruction in reading.
- The teacher/pupil ratio may vary from 6-12 students per teacher, depending on the type of assistance being offered and the discrepancy between actual grade level and functional grade level.
- SAI students will be prioritized according to the following: retained third graders or those third graders who fail to meet performance levels for promotion levels.
- Instructional materials should include leveled reading materials. Students should be using materials directly geared to their area(s) of weakness as identified by diagnostic assessments.

EXEMPTION FROM RETENTION (GOOD CAUSE)

The School Board may exempt a student from retention for good cause [Florida Statute §1008.25(6)(b)]. The procedures for determining eligibility and obtaining approval for an exemption from retention for good cause are presented on the following pages in two parts: exemption from mandatory retention at grade three and other exemptions.

Criteria for Good Cause Exemption from Mandatory Retention for Reading at Grade 3

Good cause exemption criteria are classified into four specific categories: English Language Learners (ELLs), students with disabilities, previous retentions and academic performance.

Within these four categories, the six good cause exemptions are limited to the following:

Exemption 1: English Language Learners (ELLs) who have had less than 2 years of instruction in an English for Speakers of other Languages program.

Exemption 2: Students with disabilities whose IEP indicates that participation in the FCAT is not appropriate, consistent with the State Board of Education Rule.

Exemption 3: Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. Cutoff scores are: 45th percentile or above on the FCAT Reading NRT (SAT-10) or 51st percentile or above on the alternate NRT (SAT-9).

Exemption 4: Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. Cutoff Score: SRI Lexile 322 or above.

Exemption 5: Students with disabilities who participate in the FCAT who have an IEP or a 504 Plan that reflects that the student still demonstrates a deficiency in reading, was previously retained one year (K-3) **and** evidence of more than two years of intensive reading remediation.

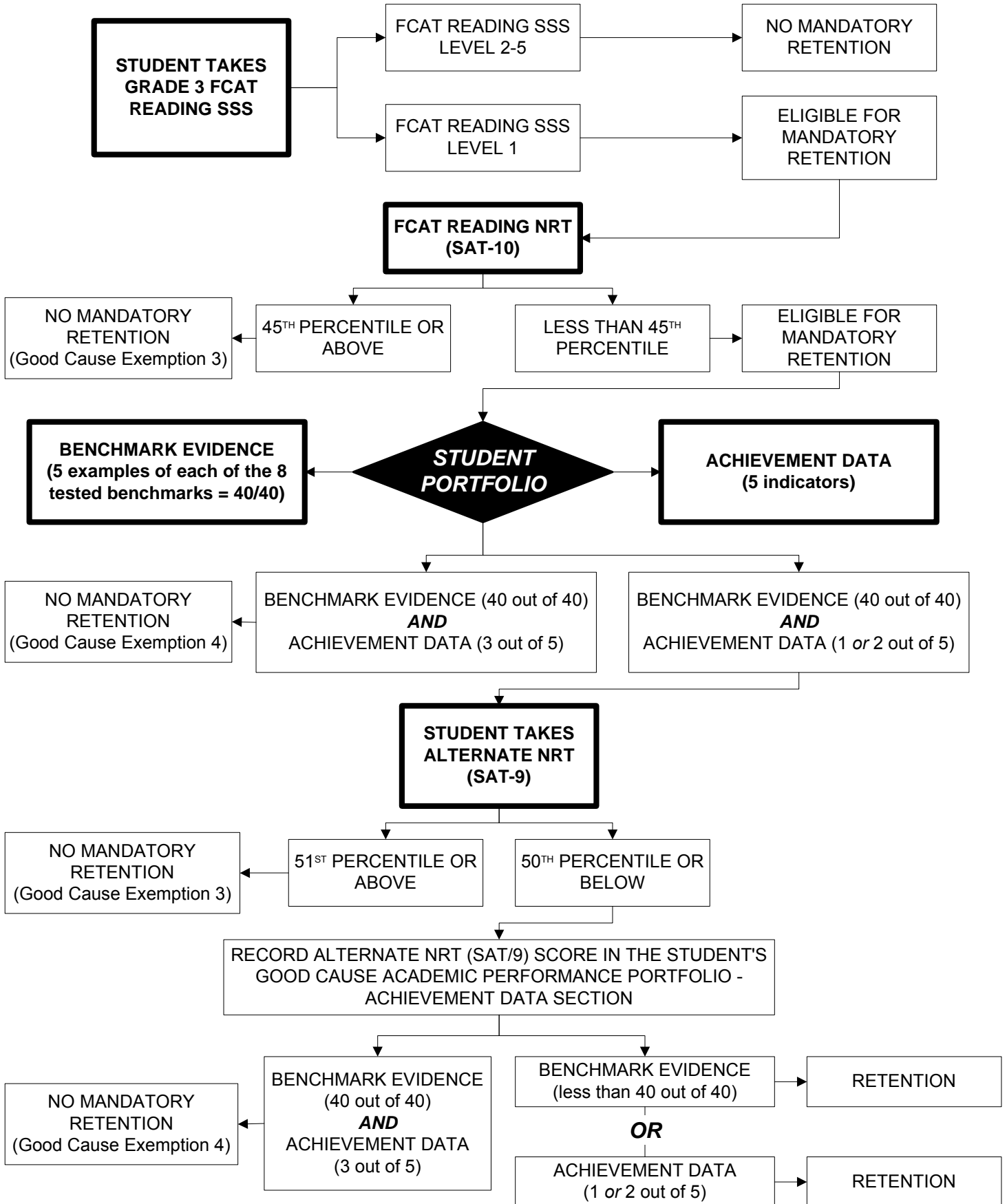
Exemption 6: Students who have received intensive reading remediation for two or more years but still demonstrate a deficiency in reading and who were previously retained two years (K-3). Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board will assist schools

and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers. [Florida Statute §1008.25(6) (b)]

Good Cause Exemption Process

The *School District of Palm Beach County Good Cause Academic Performance for Third Grade* flow charts in this section describe the process used to decide whether a Good Cause Academic Performance Portfolio is needed. The flow chart outlines the entire process from the student taking the FCAT Reading test, to the completion of the *Good Cause Academic Performance Portfolio for Third Grade* to the making of promotion/ retention decisions.

THIRD GRADE GOOD CAUSE EXEMPTIONS 3 (NRT) and 4 (Portfolio)



Good Cause Exemption Documentation

1. The classroom teacher **must** provide the principal with documentation that the student should be promoted based on one of the good cause exemption criteria listed above. This documentation should consist only of the existing IEP, 504 **Accommodation** Plan and/or PMP, the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute §1008.25 (6) (c)).

In the case of good cause exemptions due to academic performance (mandatory retention at grade 3 only), the teacher will complete and sign a *Third Grade Good Cause Student Academic Performance Portfolio Worksheet* (PBSD 2014) for each student [Florida Statute §1008.25(6)(c)1] **and** may complete *Third Grade Good Cause Exemptions Class Data Collection Worksheet* (PBSD 2013) *for the class*. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing using *Third Grade Good Cause Promotion/Retention School List* (PBSD 2012). This form (PBSD 2012) is signed by the principal, submitted to the Area Superintendent for approval, and forwarded to the district school superintendent who shall accept or reject the school principal's recommendation in writing. [Florida Statute §1008.25(6)(c) 2] (All PBSD forms can be found at: <http://www.palmbeach.k12.fl.us/Records/>)

3. Recommendations should contain documentation justifying the exemption from mandatory retention and, when appropriate, a description of the alternative program of instruction to be provided to the student. Each recommendation **must** provide compelling arguments that exemption from retention, rather than retention, is in the best interests of the student. Upon approval of the principal's recommendation, the student will be promoted to the next grade.
4. In the case of exemption from mandatory retention at grade 3 due to academic performance, the Area Superintendent will submit approved good cause recommendations to the Superintendent. The Superintendent will accept or reject, in writing, the principal's recommendation.

Criteria for Other Good Cause Exemptions from Retention

Listed below are good cause exemptions that may occur for students who do not fall under the mandatory retention criteria yet face retention. Students who meet the criteria below may be promoted **only** if they are assigned to a program of intensive remedial instruction. This intensive instruction **must** be significantly different than the instructional program previously provided to the student.

Academic Performance/Learning Gains – Grades 4 and 5 Only

- Students who have received intensive remedial instruction and have demonstrated successful remediation through at least 1.5 years learning gains on the appropriate FCAT SSS or its equivalent on other assessment instruments used by the school district and scored at least a 2.0 on the district/state writing assessment.

*NOTE – the above criteria are not applicable for students who fall under mandatory retention at grade 3.

During-the-School-Year Promotion of Retained Third Grade Students (Florida State Board of Education Administrative Rule 6A-1.094222)

Students retained in third grade may be promoted to the next grade any time during the retention year [Florida Statute §1008.25(5)(c) 7] if it is clearly documented that good cause requirements have been met. [Florida Statute §1008.25(7)(b)4] Such promotion should occur based on successful completion of portfolio elements that meet state criteria or based on satisfactory performance on a locally selected standardized assessment. Students promoted during the school year after November 1 must demonstrate proficiency above that is required to score at level 2 on the grade 3 FCAT, as determined by the State Board of Education. The standards outlined by the State Board of Education require documentation that the student's progress is sufficient to master appropriate 4th grade level reading skills. (Florida State Board of Education Administrative Rule 6A-1.094222(2)(a) and (b))

The student retained for reading **must**:

- demonstrate that he or she is a successful and independent reader, reading at or above grade level, and reading at a level at which the student can successfully complete assignments at the next grade level. (Florida State Board of Education Administrative Rule 6A-1.094222(1)(a) and (b))
- be performing at a level that the student is able to successfully complete the fourth grade work the student has missed and progress with the rest of the class. (Florida State Board of Education Administrative Rule 6A-1.094222(1)(c))

A student portfolio used to document during-the-school-year promotion to fourth grade **must** have evidence of the student's mastery of third grade Sunshine State Standards benchmarks for language arts and beginning mastery of the benchmarks for fourth grade. The student portfolio (Florida State Board of Education Administrative Rule 6A-1.094222(3)(a-e)) contents **must**:

- be selected by the student's teacher;
- be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- include evidence of mastery of the benchmarks assessed by the grade 3 FCAT Reading SSS;
- include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 FCAT Reading SSS. This includes passages (**fifty percent (50%)** ~~(50%)~~ literary text and **fifty percent (50%)** informational text) that have between 100-900 words with an average of 375 words with multiple-choice, short-, and extended-response items. For each benchmark, there **must** be two examples of mastery as demonstrated by a grade of "C" or better; and
- be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To promote a student during-the-school-year using a locally selected standardized assessment there **must** be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade. (Florida State Board of Education Administrative Rule 6A-1.094222(4))

The PMP for any retained third grade student who has been promoted during the school year to fourth grade **must** continue to be implemented for the entire school year. (Florida State Board of Education Administrative Rule 6A-1.094222(5))

Retained third grade students **promoted** during the school year **after November 1** must demonstrate proficiency **above** that required to score at Level 2 on the grade 3 FCAT Reading SSS, as determined by the State Board of Education. [Florida Statute §1008.25(7)(b)4]

CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS IN GRADES KINDERGARTEN, 1, 2, 4 AND 5

English Language Learners (ELLs) School District Palm Beach County English Language Learners (ELL) District plan, 2004-2005 to 2007-2008 found at : <https://data.fldoe.org/lepplan/reports/default.cfm>

Promotion for an **ELL shall** ~~English Language Learner (ELL)~~ is to be based on the student's academic performance, regardless of the level of English Language proficiency. Retention of these **ELL** ~~English Language Learner~~ students requires the review and recommendation of the **ELL** ~~English Language Learner~~ Committee and may not be based solely on lack of English proficiency or demonstration of grade level content knowledge in English.

ELL students are required to meet student performance standards for the appropriate grade level. However, ELL students who have been in an approved English for Speakers of Other Languages (ESOL) program for less than two complete school years are exempt from having to demonstrate the standards in English. The META and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

The Department of Multicultural Education has prepared grade-specific worksheets to assist elementary schools in determining if the academic difficulties of **ELL** ~~English Language Learners~~ are the result of a language acquisition or an academic deficiency. Each sheet is designed to reflect individual progress on the grade-appropriate Student Progression chart. The **ELLs** ~~English Language Learners~~ Pre-retention Meeting Reports may be found on Omniform, PBSDs 2182-2187 (<http://www.palmbeach.k12.fl.us/Records/>). The completed forms **must** be brought to an **ELLs** ~~English Language Learners~~ Committee meeting for each student who is being considered for retention. An **ELLs** ~~English Language Learners~~ Committee **must** meet to determine whether an **ELL** ~~English Language Learner~~ should be retained. Adequate progress as defined in the **ELL** ~~English Language Learner~~ Plan and at least one other criterion shall be used by the committee as grounds for promotion. **ELLs** ~~English Language Learners~~ **may** be retained if the **ELL** ~~English Language Learners~~ Committee

determines that the students have not progressed satisfactorily according to their ~~ELL English Language Learner~~ plans.

Students with Disabilities

Students with an Active 504 Accommodation Plan

Students with an Active Section 504 Accommodation Plan

A student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a free appropriate public education and has an equal opportunity to access the general education curriculum. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent or guardian of a student with an active Section Accommodation Plan must be notified of any proposed changes to the 504 Plan. In addition, a parent or guardian must be given the opportunity to provide input on decisions made by the 504 Team.

A ~~S~~students with an active Section 504 Accommodation ~~p~~Plans **must** meet the ~~S~~chool ~~d~~District's levels of performance. Parent(s)/guardian(s) **must** be notified if the ~~C~~hild ~~S~~tudy/ Section 504 Team is considering retention. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the team determines that the below-grade-level performance is caused by the disability, the student's placement **must** be re-evaluated.

The re-evaluation **must** include a review of the student's records, the student's intellectual and academic abilities and other pertinent information provided by the student's teachers. Comprehensive documentation regarding student placement **must** be provided each time re-evaluation occurs.

If the Section 504 Tteam determines that the below-grade-level performance is not caused by the disability, the student is treated in the same ~~manner~~ as any general education student.

ESE-Eligible Students

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- ▶ *The IEP for each child with a disability to include:*
- ▶ *A statement of measurable annual goals, including academic and functional goals, designed to --*
- ▶ *Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.*

A student ~~who is~~ enrolled in ~~Exceptional Student Education (ESE)~~ **must** meet the ~~S~~chool ~~D~~istrict's ~~grade-level~~ performance standards, **unless** the IEP specifies that the student is unable to meet the grade-level performance standards, because:

► The student's demonstrated cognitive ability and/or behavior prevent the student from completing required classwork and achieving the *Sunshine State Standards*, even with appropriate and allowable classwork modifications.

► The student is unable to apply or use academic skills at a minimal competency level in the home or community.

When an ESE-eligible student is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs, including the student's below-grade-level performance. The IEP Team may recommend a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

Students ~~with disabilities~~ enrolled in an ESE program(s) may be considered to have met promotion requirements when ~~they~~ he/she has ~~have~~ achieved the goals that are specified on ~~their~~ the student's IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the general education teacher. ~~The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied.~~

Other factors that may be considered are:

1. Previous retention history
2. Current goals and objectives on the student's IEP
3. Social/emotional behavior
4. Placement and a possible change in the current placement
5. Report card marks
6. Current accommodations/modifications/services

ALTERNATIVE PLACEMENT FOR STUDENTS WITH TWO OR MORE RETENTIONS

Students who have previously been retained two or more times **must** be placed in an alternative instructional program [Florida Statute §1008.25(2)(c)].

A student with three retentions (K-8) may be assigned to the next grade if:

- it has been determined that the student's academic progress can **only** occur as a result of promotion to a program that provides alternative methods of instruction that are significantly different from that which has been available to the student, **and** this program will be provided to the student.

REMEDIATION PROGRAMS

Program Description

Remediation **must** be based on the results of diagnostic assessment(s), and it **must** be systematically embedded in the total educational program for the student. The daily instruction for the student will be modified based on both the diagnosis and the contents of the PMP or other educational plan(s) (e.g., IEP, English Language Learners (ELLs))

Plan). Remediation **must** include an instructional program that is not identical to that provided during the previous school year.

SUMMER SCHOOL

Summer Reading Academy for Retained Third Grade Students (Florida Statute §1008.25 (5) (b) & (7) (a))

The purpose of the Third Grade Summer Reading Academy is to address those students in third grade identified as having a reading deficiency that was not remedied by the end of grade 3, as demonstrated by scoring a Level 2 or higher on the statewide assessment test in reading for grade 3, and were retained and provide them with intensive interventions. These intensive interventions must include effective instructional strategies, participation in the school district's summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

Extended School Year (ESY) for English Language Learners (ELLs)

~~The purpose of Extended School Year (ESY) for English Language Learners is offered to ELLs of beginning and intermediate proficiency with the purpose of continuing oral language development. to provide beginning and some intermediate English speakers with the opportunity to develop their oral language. ESY for ELLs includes This is done through content related area instruction in a non-threatening environment that promotes the use of oral spoken English in a non-threatening environment. In order for an ELL to be eligible for ESY, it must be documented on his/her ELL plan that additional oral language development is needed. In order to be eligible for ESY, placement on the student's individual English Language Learner (ELL) Plan must show that additional English oral language development is needed.~~

Home Education Students

Registered home education students may participate in summer school, if it is available, and if they meet the same eligibility requirements as established for all School District of Palm Beach County students.

~~Extended School Year for Students with Disabilities enrolled in ESE Programs (State Board of Education Rule 6A-6.03028 (6) (i))~~

~~The purpose of the Extended School Year (ESY) program is to enable students with disabilities who are enrolled in ESE programs to meet certain critical goals prescribed on the student's IEP or to maintain the achievement of those critical IEP goals that have already been met. In order to be eligible for ESY, the IEP Team **must** determine that it is necessary for the student to receive ESY services in order to meet, maintain, and/or further develop the achievement of specified critical goals of the IEP.~~

EXTENDED SCHOOL YEAR (ESY)

ESE-Eligible Students (State Board of Education Rule 6A-6.03028(6)(i))

Extended school year (ESY) services means specially designed instruction and related services that are provided to an ESE-eligible student beyond the normal school year of

the School District, in accordance with the student's IEP. ESY services are always at no cost to the parent.

At least annually, an IEP Team for each ESE-eligible student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.

The School District may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services. (State Board of Education Rule 6A-6.0334(g)(11)) (State Board of Education Rule 6A-6.03028(6)(i)(3)).

An ESE-eligible student who fails a general education course may attend a scheduled general education Summer School.

- All students in grades 1-5 who are currently receiving ESE services pursuant to an IEP must be considered for ESY.
- The student's IEP Team will determine the goals and objectives during the specified ESY period, using the current IEP and documentation of progress.

REPORTING STUDENT PROGRESS

Florida Statute §1003.33 requires that district report cards for all elementary school students **must** clearly depict and grade:

- the student's academic performance in each class or course in grades 1-5 (based upon examinations, as well as written papers and other academic performance criteria);
- the student's conduct and behavior; and
- the student's attendance, including absences and tardiness.

The student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. [Florida Statute §1003.33(2)]

PARENT(S)/GUARDIAN(S)- WRITTEN NOTIFICATION REQUIREMENTS

Parent(s)/guardian(s) **must** be notified in writing of the district's promotion requirements. Parent(s)/guardians(s) of English Language Learners **must** be notified using the appropriate translated version of the district's promotion requirements.

1. School personnel will notify parent(s)/guardian(s) in writing of Student Progression requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in

some other written form. The requirements are also included on the district website within the posted Student Progression Plan.

2. The parent(s)/guardian(s) of a student who is not making adequate progress will be notified in writing each marking period in the “*Comments*” section of the report card.
3. The parent(s)/guardian(s) of any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading **must** receive, in writing (e.g., PMP, IEP, English Language Learner Plan, mandatory retention letter), information about their child’s progress including the following: [Florida Statute §1008.25(5)(c)]
 - Notification that his/her child has been identified as having a substantial deficiency in reading
 - A description of the current services that are provided to the child
 - A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency
 - Notification that if the child’s reading deficiency is not remediated by the end of grade 3, the child **must** be retained unless exempted from mandatory retention for good cause
 - Strategies for parents to use in helping their child succeed in reading proficiency
 - That FCAT is not the sole determiner of promotion
 - The district’s criteria for during-the-year promotion

An annual written report **must** be provided to the parent of each student on the student’s progress toward achieving proficiency in reading, writing, science, and mathematics, including results on each statewide assessment test. The evaluation of each student’s progress **must** be based upon the student’s classroom work, observations, tests, district assessments, and other relevant information. Progress reporting **must** be provided in writing in a format adopted by the district school board. [Florida Statute §1008.25(8)(a)]

FREQUENCY OF GRADE REPORTS

All students in grades K-5 will receive a School District of Palm Beach County Elementary School Report Card (PBSD 0768) at the end of each marking period. Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** also be informed of their child's progress toward his or her annual IEP goals at least as often as their non-disabled peers receive progress reports during each marking period. A statement specifying the method and frequency in which an ESE student with disabilities progress is reported is included in the student's IEP.

MID-MARKING PERIOD PROGRESS REPORTS

During the middle week of each marking period, teachers **must** provide a written progress report listing the area(s) requiring improvement for each student who has been identified as performing below grade level in reading, writing and/or mathematics. Teachers may provide a written progress report for any student experiencing difficulty

even though the student had been identified as belonging in the At Grade Level or Above Grade Level category. The *Elementary School Mid-Marking Period Progress Report* is PBSO 0927 (<http://palmbeach.k12.fl.us/Records/>) available in four languages.

Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** also be informed of their child's progress at least as often as the general education students.

GENERAL RULES OF MARKING

A district-wide, standards-based K-5 reporting system has been developed for implementation in all elementary schools to address expected levels of performance for students by grade level (*The School District of Palm Beach County Elementary Report Card*, PBSO 0768). This report will be used to notify parents/guardians when a student is working at a skill level below that of his or her assigned grade placement.

1. Marking codes are based on the quality of student performance relative to expected levels of achievement of the *Sunshine State Standards*.
2. Quality of work will be assessed by multiple measures that include, but are not limited to:
 - assessments (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations)
 - alternative methods (portfolios and performance assessment)
 - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking and demonstrations)

Indicators of the student's quality of work on assessments are found under *Marking Codes* on the report card.

3. A sufficient number of marks will be recorded to justify the marking-period marking code. A marking-period grade is not based solely on a single project.
4. Recorded marking codes will not be changed without a review of the reason(s) and approval of the principal. Any marking code change requires two signatures on a form (*The School District of Palm Beach County Grade and/or Course Change Documentation*, PBSO 0797, found at: <http://www.palmbeach.k12.fl.us/Records/>) indicating the change and the reason for the change. If initiated by a teacher, approval of the principal **must** be obtained. If initiated by the principal, approval of the teacher or the area superintendent **must** be obtained. The teacher will be consulted prior to the initiation of any change by the principal except during those times when the teacher is not on duty. Only in justified cases may a principal change a marking code without teacher consent and then only with the approval of the area superintendent. The procedures to correct a student record are set forth in School Board Policy 5.1816.
5. Marking codes are not required for a student without transfer grades who enters a class within fifteen (15) days of the end of a marking period.
6. Homework and behavior are important to a student's academic progress and a portion of a student's grade should be based on completion of homework

assignments. They are evaluated independently and are reported to parents in the *Conduct and Behavior* section of the report card. (See *Reporting Student Conduct and Behavior*.) (School Board Policy 8.16)

7. ESE students with disabilities and English Language Learners should have the opportunity to earn marking codes that are equivalent to the marking codes earned by general education students. No student should be denied the opportunity to earn above-average marking codes because of placement in an ESE or ESOL program or due to accommodations/modifications as deemed appropriate for use within his or her instructional setting. ESE students with disabilities **must** be graded on the basis of their performance.

DESCRIPTION AND DEFINITION OF REPORT CARD MARKS

Performance Level

The **performance level** is the **single indicator as to whether the student is on track for promotion**. Unless granted a district waiver, the student's performance level is reported each marking period in the following manner:

- 3 = On or above grade level
- 2 = Less than a year below grade level
- 1 = More than a year below grade level

Marking Codes

The Marking Codes listed below indicates the quality of work **within the performance level** at which the student is working and **does not indicate grade-level performance**.

Mark of **A**: *Outstanding* work in the performance level at which the student is working
Indicates the quality of work in the subject or area as reflected on assessments is **outstanding**.

Mark of **B**: *Very Satisfactory* work in the performance level at which the student is working
Indicates the quality of work in the subject or area as reflected on assessments is **very satisfactory**.

Mark of **C**: *Satisfactory* work in the performance level at which the student is working
Indicates the quality of work in the subject or area as reflected on assessments is **satisfactory**.

Mark of **D**: *Needs Improvement* of the work in the performance level at which the student is working
Indicates the quality of work in the subject or area as reflected on assessments **needs improvement**.

Mark of **F**: At Risk

Indicates the quality of work in the subject or area as reflected on assessments shows the student is **at risk of falling below the performance level** at which the student is currently working.

The A-F grading system, when based on numerical percentages **must** be consistent with the grade scale identified in Florida Statute §1003.437. Grade averages are calculated to two decimal places (with no rounding). For letter grades, an average of .50 or higher, **must** be rounded up (i.e., 79.50 becomes a “B”, while 79.49 is a “C”).

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59 and below

Standards Code

The Standards Code indicates student performance in relation to the standards listed in the *Sunshine State Standards*. The standards listed on the report card are related to the district’s parent/guardian copies of the Grade Level Expectations.

X = Student meeting standards

O = Not assessed this marking period

= Needs improvement

The student’s final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion, **or non-promotion**. [Florida Statute §1003.33 (2)]

REPORTING STUDENT CONDUCT AND BEHAVIOR

Elementary schools use a nonacademic behavior/student-conduct rating. [Florida Statute §1003.33] The rating reflects the student's overall conduct in all school activities and is not cause for lowering an academic grade.

FINE ARTS/ PHYSICAL EDUCATION

Students are marked for effort and participation in art, music and physical education classes.

~~Each~~As per Florida Statute §1003.455 (2008) the school district school-board shall provide 150 minutes of physical education each week for students in kindergarten through grade 5 and for students in grade 6 who are enrolled in a school that contains

one or more elementary grades so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day.

DISTRICT/STATE ASSESSMENT PROGRAM

All students **must** participate in all regular state and district assessments for accountability purposes. [Florida Statute §1008.22] (See Student Performance Levels for Reading, Writing, Mathematics and Science for a listing of assessments.)

ACCOMMODATIONS FOR DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELLs) (School District Palm Beach County English Language Learner (ELL) District Plan, 2004-2005 to 2007-2008 located at: <https://data.fldoe.org/lepplan/reports/default.cfm>)

English Language Learners are required to take all required state and district achievement and norm-referenced tests, unless they have an IEP that which indicates otherwise **or a specific action of a LEP committee (as defined in subsection 6A-6.0901(5) F.A.C.), and only for a student whose date of classification as LEP falls within one year prior to the assessment date (SBER 6A.1.09432(2)(a).** However, all active (LY) English Language Learners are eligible to receive appropriate accommodations during testing. Permissible accommodations may include: flexible setting, flexible scheduling, flexible timing, and assistance with directions in the heritage language. English Language Learners **must** have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to English Language Learners in an instructional setting. When a student is in both the ESOL and ESE programs, all appropriate accommodations listed on the IEP, as well as the English Language Learner Plan **must** be offered. Parents/guardians are to be notified in writing of all accommodations that are being offered to their child.

Students with Disabilities

Students with an Active [Section 504 Accommodation Plan](#)

Students with **active Section 504 Accommodation 504 P**plans may be eligible to receive appropriate accommodations on both **School** District and state assessments. The multidisciplinary team should refer to the student's past performance on standardized tests **and** the classroom **modification accommodation** section of the **Section 504 Accommodation 504** Plan to determine how the **disability impairment** could substantially interfere with his/her performance. If so, the multidisciplinary team will determine the necessary and appropriate ***accommodations** for **School D**istrict and state assessments. ~~Test accommodations may include: flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation and/or flexible format.~~

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior,*

which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

Note: Refer to the *School District of Palm Beach County Americans with Disabilities Act & Section 504 Procedural Manual the Test Coordinator's Handbook*. (http://www.palmbeach.k12.fl.us/SupplementalEducationalServices/ADA_Section_504.htm)

~~ESE Students with Disabilities~~ ESE-Eligible Students

Testing *accommodations during School District/state testing will be implemented as appropriate and as specified in the student's IEP. The IEP **must** specify:

- area of assessment (e.g., reading, math, etc.)
- standard administration ~~partial—administration,~~ or administration with accommodations
- accommodations

~~Testing accommodations may include: flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation, and/or flexible formatting.~~

Note: Specific information regarding *accommodations for each assessment instrument can be found in ~~the Implementation Guide for EP/IEP and the~~ or the *Test Coordinator's Handbook* or *The IEP Team's Guide to FCAT Accommodations*. (<http://www.fldoe.org/ease/pdf/fcatteam.pdf>)

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

~~**Modifications are changes that can be made to what students are expected to learn. They include changes that have been outlined in the curriculum documents. Modifications may include partial completion of program or course requirements, curriculum expectations below age or grade level, alternate assessment criteria, and alternate curricular goals.~~

EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

Students with Disabilities

Students with an Active 504 Accommodation Plan

Students with an active Section 504 Accommodation Plans may not be exempted from District or statewide assessments. However, the multidisciplinary Section 504 team must determine whether a student with an active 504 Accommodation 504 Plan may need testing accommodations. Testing accommodations are determined by the Section 504 Team, which will decide whether a student should be exempted from a portion of a part or all of the School District assessment. In such case, The multidisciplinary the Section 504 team will determine the method of alternate assessment for that student.

*Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

Refer to the School District of Palm Beach County Americans With Disabilities Act & Section 504 Procedural Manual and the Test Coordinator's Handbook. (http://www.palmbeach.k12.fl.us/SupplementalEducationalServices/ADA_Section_504.htm)

~~ESE Students with Disabilities~~ ESE-Eligible Students

The IEP Team determines whether a an ESE-eligible student ~~with a disability~~ participates in state and School District assessments. The decision to exclude exempt any ESE-eligible student ~~with a disability~~ must be documented on the IEP and must meet the following criteria:

1. The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the benchmarks of the Sunshine State Standards, even with appropriate and allowable accommodations;

AND

2. The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

Students who are excluded exempted from the state and/or School District assessments may/will be assessed through an The Florida Aalternate Assessment procedure that has been as identified by the IEP Team and documented on the IEP.

Refer to the Test Coordinator's Handbook and ADA/504 Procedural Manual. The decision to exclude exempt a student from tests must be determined by the IEP Team or Section 504 Team, as applicable.

~~Students who are excluded from the state-required graduation test will not be eligible for a standard high school diploma.~~

ANNUAL REPORT

Each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year [Florida Statute §1008.25(8)(b)]:

- The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion. [Florida Statute §1008.25(8)(b)1]
- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT. [Florida Statute §1008.25(8)(b)2]
- By grade, the number and percentage of all students retained in grades 3 through 10. [Florida Statute §1008.25(8)(b)3]
- Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b). [Florida Statute §1008.25(8)(b)4]
- Any revisions to the district school board's policy on student retention and promotion from the prior year. [Florida Statute §1008.25(8)(b) 5]

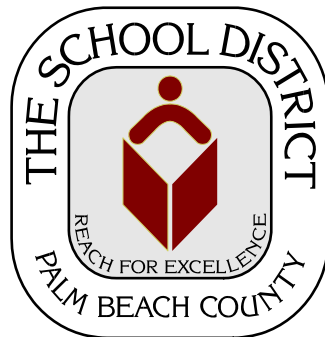
~~2007-~~
2008 -2009
MIDDLE SCHOOL
STUDENT PROGRESSION PLANS

Entry, Promotion, and Retention

for

Grades 6 - 8

Effective ~~August 23, 2007~~ August 20, 2008



Liz Perlman, Director
Department of K-12 Curriculum
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Department of Supplemental Educational Services
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STUDENT PROGRESSION PLAN

The purpose of the Student Progression Plan is to inform school personnel, parents, students and other interested citizens regarding the School Board rules and administrative procedures required to implement State and local student progression requirements. It is the responsibility of the School Board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. [Florida Statute §1008.25 (1)]

The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students. [Florida Statute §1008.25 (1)]

The School District of Palm Beach County incorporates the Sunshine State Standards contained herein into this School District Student Progression Plan. (State Board of Education Rule 6A-1.09401(2))

Teachers are responsible for providing effective instruction and remediation and documenting instruction in and students' mastery of the Sunshine State Standards. [Florida Statute §1008.25 (1)]

TABLE OF CONTENTS

ENTRY AND ATTENDANCE REQUIREMENTS	M/1
INITIAL ENTRY REQUIREMENTS	M/1
HEALTH REQUIREMENTS	M/2
Immunization	M/2
Physical/Health Examination	M/3
PLACEMENT OF TRANSFER STUDENTS	M/4
General Transfer Information.....	M/4
English Language Learners (ELLs).....	M/4
Students with Disabilities	M/5
Students with an Active Section 504 Accommodation Plan	M/5
Exceptional Student Education (ESE) - Eligible Students	M/5
ATTENDANCE	M/5
Student Absences For Religious Reasons	M/7
Students with Disabilities	M/7
EARLY WITHDRAWALS.....	M/8
Student Withdrawals for Home Education Program	M/8
 PROGRAM DESCRIPTION.....	 M/8
FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY	
GOAL 3: STUDENT PERFORMANCE STANDARDS	M/9
Grade 6	M/10
Grade 7	M/10
Grade 8	M/11
SPECIAL PROGRAMS	M/11
English for Language Learners (ELLS)	M/11
Alternative Education/Dropout Prevention (DOP) Programs	M/11
Gifted Education	M/12
Florida Virtual School (FLVS)	M/12
Students with Disabilities	M/12
Students with an Active Section 504 Accommodation Plan	M/12
ESE-Eligible Students with Disabilities	M/12
Home Education Program Hospital Homebound Services	M/13
HIGH SCHOOL CREDITS FOR MIDDLE SCHOOL STUDENTS	M/14
Parent/Student Notification of Opportunities for High School Acceleration, Choice Programs, and Postsecondary Opportunities.....	M/14
Requirement for High School Algebra and Pre-Algebra M/J 3 Courses	M/14
Attendance Policy for Middle School Students Taking High School Credits...	M/14
Forgiveness Rule.....	M/15

MIDDLE SCHOOL STUDENTS ATTENDING SUMMER/COLLEGE PROGRAMS	
FOR ENRICHMENT	M/15
ATHLETIC ELIGIBILITY	M/16
Extracurricular Activities for Home Education Students.....	M/16
PROMOTION REQUIREMENTS	M/16
Promotion for Students Who Have Been Conditionally Promoted to Grade	
7 or Grade 8	M/17
Retention	M/18
EXEMPTION FROM RETENTION IN GRADES 6-8 (GOOD CAUSE).....	M/18
Good Cause Exemption Criteria	M/19
Previously Retained Students Demonstrating Grade-Level	
Achievement on State/District Assessments	M/19
Other Students with Previous Retentions	M/19
Assignment Options for Students Eligible for Good Cause Exemptions	
Due to Previous Retentions.....	M/19
6 th and 7 th Grade Students.....	M/19
8 th Grade Students.....	M/20
8.5 Placement Option – 8 th Grade Students Only	M/20
Good Cause Exemption Process.....	M/20
CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS WHO DO NOT	
MEET THE MANDATORY RETENION CRITERIA.....	M/21
English Language Learners (ELLs)	M/21
Students with Disabilities	M/21
Students with an Active Section 504 Accommodation Plan	M/21
ESE Students with Disabilities	M/22
PROGRESS MONITORING PLAN (PMP) PROCESS.....	M/22
ESE Students with Disabilities	M/23
REMEDIAL INSTRUCTION	M/24
Remediation for Conditionally Promoted Students	M/25
PASS PROGRAM	M/25
Program Description	M/25
Student Identification	M/25
SUMMER SCHOOL	M/26
Extended School Year for English Language Learners (ELLs)	
Home Education Students	M/26
EXTENDED SCHOOL YEAR.....	M/26
Students with Disabilities Enrolled in ESE	M/26
IDENTIFICATION OF STUDENTS NEEDING REMEDIATION	M/26
Identification of Students Needing Remediation — Grade 6	M/28
Identification of Students Needing Remediation — Grade 7	M/29
Identification of Students Needing Remediation — Grade 8	M/30

REPORTING STUDENT PROGRESS	M/31
PARENT(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS	M/31
FREQUENCY OF GRADE REPORTS	M/31
MID-TERM PROGRESS REPORTS	M/31
DISTRICT/STATE ASSESSMENT PROGRAM	M/32
ACCOMMODATIONS/EXEMPTIONS OF DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS	M/32
English Language Learners (ELLs)	M/32
Students with Disabilities	M/32
Students with an Active Section 504 Accommodation Plan	M/32
ESE Students with Disabilities	M/33
EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS	M/33
Students with Disabilities	M/33
Students with an Active Section 504 Accommodation Plan	M/33
ESE Students with Disabilities	M/33
GENERAL RULES OF GRADING.....	M/34
DESCRIPTION AND DEFINITION OF GRADES	M/35
CALCULATION OF FINAL GRADES	M/36
REPORTING STUDENT CONDUCT	M/37

The Student Progression Plan's enclosed content is valid as of School Board approval ~~August 23, 2007~~. Revisions, if necessary, due to legislative action will be available at each district school.

ENTRY AND ATTENDANCE REQUIREMENTS

INITIAL ENTRY REQUIREMENTS

It is the responsibility of the parents/guardians of students entering Palm Beach County public schools for the first time to present the following at the time of registration:

1. a valid birth certificate or other documentation of birth [Florida Statute §1003.21];

Florida Statute §1003.21(4)

- (4) Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:*
- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;*
 - (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*
 - (c) An insurance policy on the child's life that has been in force for at least 2 years;*
 - (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;*
 - (e) A passport* or certificate of arrival in the United States showing the age of the child;*
 - (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*
 - (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.*

* Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

2. certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22] (School Board Policy 5.06 (A) (2)) (Recommended form: DH 3040 - See *Health Requirements.*);
3. proof of residence- For a student assigned to a school under School Board Policy 5.01 (1) (b), parent(s)/guardian(s) **must** provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying

by presenting documentation as required by School Board Policy such as a lease, mortgage or utility bill;

4. a certificate of immunization [Florida Statute §1003.22]. Students will not be admitted into class without proof of immunization.

Students who are without a fixed, regular and adequate residence are homeless. According to the McKinney-Vento Act, (Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C) homeless students are to be immediately enrolled in the school the local education agency (“LEA”) determines to meet the “best interest” of the student. Homeless children must be admitted to the school where they or their families live. [Florida Statute §1003.21 (1)(f)] Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment.

A School District of Palm Beach County *New and Returning Student Registration* form (PBSD 0636) must be completed at the beginning of each school year by the student's parent(s)/guardian(s). School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families.

It is the responsibility of the parent(s)/guardian(s) to notify the school, in writing, promptly of any change of a student's address.

HEALTH REQUIREMENTS

Immunization

All new students seeking entrance into a public school in Palm Beach County are required by Florida Statute §1003.22 and School Board Policy 5.06 to present, at the time of entry, valid documentation that they have received the required immunizations against the communicable diseases as identified by the Palm Beach County Health Department or to provide a *Certificate of Medical Exemption* (temporary or permanent), or a *Certificate of Religious Exemption* based on medical reasons or religious tenets.

The *Certificate of Religious Exemption*, DH Form 681, that is incorporated, here by reference as part of this plan, is available only through the Palm Beach County Health Department. It is not available from private physicians.

The *Florida Certification of Immunization* that includes temporary and permanent medical exemption sections is available from either private physicians or the Palm Beach County Health Department:

- Documentation of Immunization.....DH Form 680 (November 1996), Part A-1
- Documentation of Temporary Medical Exemption.....DH Form 680, Part B
- Documentation of Permanent Medical Exemption.....DH Form 680, Part C
(Incorporated here by reference as part of this plan.)

Immunization Requirements for Entry into Grades K through 12 2007-2008-2009 School Year

	K	1	2	3	4	5	6	7	8	9	10	11	12
DTP/DTaP/Tdap	√	√	√	√	√	√	√	√	√	√	√	√	√
OPV/IPV series	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR (1st)	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR (2nd)	√	√	√	√	√	√	√	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√	√	√	√	√	√	√	√
Varicella	√	√	√	√	√	√	√	√					
Td Booster								√	√	√	√	√	√

*Td = tetanus/diphtheria

Physical/Health Examination

All new students seeking entrance into a public school in Palm Beach County are required by Florida Statute §1003.22 and School Board Policy 5.06 to present, at the time of entry, valid documentation that they have received a health examination performed within one year prior to enrollment.

Explanation of Physical Examination Requirements 2007-2008-2009

STUDENTS	PHYSICAL EXAMINATION
Palm Beach County	Required for PreK, Kindergarten and Grade 7
Transfers within Palm Beach County (including private schools)	Review DH Form 3040 and DH Form 680, , for documentation.
Transfers within Florida	Required for Kindergarten and Grade 7 Review and file DH Form 3040 and DH Form 680 in the cumulative folder for all other grades.
Transfers from another state or country	Required for all grades. Physicals presented on forms from another state or country are acceptable if they include all components covered on DH Form 3040 Must have been performed within one year of enrollment unless exempt based on a written request for religious reasons.

** DH Form 3040 – State of Florida Health Examination Form that is incorporated here by reference as part of this plan

PLACEMENT OF TRANSFER STUDENTS

General Transfer Information

A student who transfers to a Palm Beach County public school with documentation of completed course work from a state or regionally accredited public or private school or institution is awarded equivalent grades and/or credits and all records from the previous school are accepted, subject to validation if deemed necessary. The school administrator(s) will determine placement of a student who transfers from a home education program, or a state or regionally accredited school or institution. (School Board Policy 8.14 (10))

A student who transfers from a school or program, including a home education student, other than a state or regionally accredited institution, or with inadequate or incomplete records, is placed based upon the information available, including any or all of the following:

1. student's age.
2. a review of all existing school records, home education portfolio (e.g., student portfolio, annual evaluations) and/or credit transcripts.
3. a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program.
4. a test on ~~grade level~~ or individual subject-area objectives or competencies to be identified by the principal.
5. interview with the student and/or the parent(s)/guardian(s) by the principal or designee(s).

Grade placement shall be validated through satisfactory completion of academic work in the district within a forty-five (45) school-day grading period or equivalent period or passing appropriate examination(s) for each subject. [School Board Policy 8.022 (1)]

The student who does not satisfactorily complete the forty-five (45) school-day grading period specified above shall be provided remedial assistance or placement in the appropriate grade level according to the *Student Progression Plan*. [School Board Policy 8.022(2)]

The student's custodial parent(s)/guardian(s) may appeal the placement decision to the superintendent or designee within fourteen (14) calendar days of the principal's decision. (PBSD Policy 8.022 (3))

English Language Learners (ELLs) (State Board of Education Rules [§6A-6.0900-6.09091](#); School District of Palm Beach County English Language Learner (ELLs) District Plan, 2004-2005 to 2007-2008)

The ESOL coordinator/contact person and the school counselor/administrator review the ELL's educational background ~~of the transferring student~~ to determine appropriate grade level, subject, and ESOL program placement. See [State Board Education Rule 6A-6.0902 \(3\) \(b\)](#). Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. This information is documented on the ~~English Language Learners~~ ELL Programmatic

Assessment and Academic Placement Review Form (PBSD #1764) and filed in the ~~English Language Learners~~ ELL folder. Community language facilitators assist the students and their families when necessary to ensure proper program/course placement.

An ~~English Language Learners~~ ELL Committee ~~meeting must be conducted~~ ~~must meet when under the following circumstances:~~ a student's placement is based on age, ~~either because of there is~~ a lack of information about prior schooling (no transcript or report card), or prior schooling does not meet grade level requirements. An administrator must ~~be part of~~ ~~participate in~~ the ~~English Language Learners~~ ELL committee and ~~to making the~~ placement ~~process.~~ ~~decision.~~ ~~English Language Learners~~ ELLs are scheduled into classes that fulfill graduation requirements and the ~~the~~ District's Student Progression Plan. ~~ELLs~~ ~~English Language Learners~~ are also placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was ~~done.~~ ~~completed.~~

School board policy provides flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

Students with Disabilities

Students with an Active Section 504 Accommodation Plan

A Multi-Disciplinary Team (MDT) (a Child Study Team or Section 504 Team) must meet as necessary to determine if an otherwise qualified student's mental or physical impairment substantially limits one or more of the student's major life activities. ~~such as~~ Major life activities include learning, walking, seeing, hearing, speaking, and/or breathing. ~~A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility.~~

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida School District. Upon notification that a transferring student ~~is one with~~ has an active Section 504 Accommodation Plan, the receiving school **must** review the existing active Section 504 Accommodation Plan and **must** revise as needed.

Exceptional Student Education (ESE) Students with Disabilities ESE-Eligible Students (State Board of Education Rule 6A-6.0334)

~~A transferring ESE student with a disability is one who was previously enrolled as an ESE student with a disability in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.~~

~~An ESE student with a disability who is transferring from one Florida public school district to the School District of Palm Beach County who has a current Individual Educational Plan (IEP) or an Educational Plan (EP) for Gifted Students may be placed~~

~~in the appropriate educational program(s), consistent with the plan. The receiving school **must** review and may revise the current IEP/EP as necessary.~~

~~An ESE student with a disability who is transferring from an out of state public school who has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be placed immediately in the appropriate educational program(s), without temporary assignment. An ESE student with a disability who is transferring from another state and does not meet the district's criteria for dismissal from an ESE program will also be placed immediately in the appropriate educational program(s) without temporary assignment. In both cases, the receiving school **must** review the current IEP/EP and may revise the document as necessary.~~

A transferring ESE-eligible student is a student who was previously enrolled as an ESE-eligible student in any other school or agency and who is enrolling in a Florida School District, or in an educational program operated by the ESE Department through grants or contractual agreements.

For each ESE-eligible student who transfers to a new Florida School District and enrolls in a new school, who had an Individualized Education Program (IEP) or Educational Plan (EP) that was in effect in a previous Florida School District, the new Florida School District, in consultation with the parents, must provide a free appropriate public education (FAPE) FAPE to the student, as follows:

An ESE-eligible student with a disability who is transferring from one Florida public School District to the School District of Palm Beach County who has a current IEP, or Education Plan (EP) for gifted students, will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/EP as necessary.

An ESE-eligible student who is transferring from an out-of-state public school who has a current IEP/EP and evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be placed immediately in the appropriate educational program(s) without temporary assignment.

An ESE-eligible student who is transferring from out-of-state and does not meet the School District's criteria for dismissal from an ESE program will be placed immediately in the appropriate educational program(s), without temporary assignment. In both cases, the receiving school **must** review the current IEP/EP and may revise the document as necessary.

ATTENDANCE [Florida Statute §1003.21]; (School Board Policy 5.0901)

Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. [Florida Statute §1003.24]; (School Board Policy 5.09 (a)) All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility.

To earn a passing grade in a marking period for a course, a student **must** be in attendance for a minimum of ninety percent (90%) of the class time (e.g., forty (40) days of a forty-five (45) day marking period). A student who is not in attendance for the minimum ninety percent (90%) of class time may earn a passing grade by demonstrating mastery.

Mastery is defined as:

- (1) Earning a passing grade for the marking period;
- AND
- (2) Passing the marking period assessment.

Middle school students are expected to attend school regularly and be on time for classes. (School Board Policy 5.09(A)) Each school's student handbook outlines the attendance procedures for that school. All school procedures must conform to the following district procedures:

1. Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. It is the responsibility of the student to request make-up work missed because of absences. Students are given one day for each day of absence to complete makeup work unless unusual circumstances indicate an extension. The principal or designee **must** approve any extension.
2. Parent(s)/guardian(s) are to be notified by telephone or by mail when lack of attendance endangers the student's grades.
3. An "excused" absence is:
 - a. Student illness - If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance.
 - b. Medical appointment
 - c. Death in the family
 - d. Observance of a religious holiday or service that is recognized as such by all members of the faith
 - e. Subpoena by a law enforcement agency or mandatory court appearance
 - f. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal or the principal's designee. ((School Board Policy 5.09 (c) (1))
4. An "unexcused" absence is any absence that does not fall into one of the above excused absence categories. (School Board Policy 5.09 (c) (2))

Students receiving out-of-school suspension (OSS) **must** be assigned schoolwork to keep up with content and skills covered during the duration of the suspension. Students on OSS will be permitted to make up nine (9)-week and semester examinations, if

applicable. Projects, term papers, etc., which represent work for a period of time greater than the OSS period will be submitted for the purpose of determining a student's grade.

Should questions arise regarding this OSS rule, principals will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the area Superintendent if a conflict arises.

All make-up work should be completed within two weeks of the end of the semester, unless the student's principal makes an exception.

~~Students receiving out-of-school suspension **must** be assigned schoolwork that will cover content and skills taught during the duration of suspension. Students on suspension will be permitted to make up nine-week and semester examinations, if applicable. Projects, term papers, etc., which represent work for a nine-week or semester period will be submitted with penalty for the purpose of determining a student's grade.~~

Student Absences For Religious Reasons

Students will be afforded an opportunity to make up missed work without adverse school effects when absent because of a religious holiday. (School Board Policy 5.095) Within five school days prior to an expected absence for religious reasons, parent(s)/guardian(s) **must** notify the principal in writing and request that the student be excused from attendance. A written excuse will not be required upon return to school and no adverse or prejudicial effects will result for any student availing her/himself of this provision. Students will be permitted to make up missed work according to school-center procedures.

Should questions arise regarding this rule the principal will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the area superintendent should a conflict arise.

Hospital Homebound Services

If a student is confined to home or hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program is available the *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students*. (State Board of Education Rule §6A-6.03411)

Students with an Active Section 504 Accommodation Plan

In the case of a student with excessive absences, a Multi-Disciplinary Team (MDT) (Child Study Team or Section 504 Team) should be convened to determine if the absences are caused by the disability of record in the active *Section 504 Accommodation Plan*. If the MDT determines that the absences are caused by the disability, the student's Section 504

Accommodation Plan **must** be re-evaluated as to the appropriateness of the current accommodations and the Section 504 Accommodation Plan **must** address any additional accommodations needed, which may include the possible waiver of the attendance guidelines in determining grades.

ESE-Eligible Students ~~ESE Students with Disabilities~~

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one indicator of a student's access to instruction. (State Board of Education Rule § 6.0331 (2) (d)(1)(c). ~~(2)-(e) (1)(c)~~) Attendance data shall be reviewed and used as one indicator of a student's access to instruction. If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must** determine a reasonable course of action that may include the possible waiver of the attendance guidelines in determining grades as well as a change of placement.

If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student is treated in the same manner as that of a general education student.

~~ESE Students with Disabilities~~

~~In the case of an ESE student with a disability with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. (State Board of Education Rule 6.0331 (2) (d) (State Board of Education Rule §6.0331 (1)(c)) Attendance data shall be reviewed and used as one indicator of a student's access to instruction. If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must** determine a reasonable course of action that may include the possible waiver of the attendance guidelines in determining grades as well as a change of placement.~~

~~If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student is treated in the same manner as that for a general education student.~~

EARLY WITHDRAWALS

A student who leaves before the close of the school term shall receive grades on the report card covering the periods in attendance. A student will not meet promotion requirements unless he or she enrolls in another school to complete the academic year. The parent (s)/guardian(s) of a student who leaves school during the last two weeks of the school year **must** show evidence that the withdrawal is necessary and the student **must** successfully complete **examinations, as appropriate, assigned class work** prior to withdrawal. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate. (School Board Policy 8.04)

Principals may **waive determine that** the requirements for early withdrawal **are not required** when unusual/extenuating circumstances preclude full compliance by the student. Approval is mandatory prior to the student's leaving school.

Student Withdrawals for Home Education Program

To withdraw a student for enrollment in a home education program, the custodial parent(s)/guardian(s) **must** initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, in writing, of the intent to establish a home education program for the student. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program. [Florida Statute §1002.41] (School Board Policy 8.14 (3))

Home Education correspondence should be mailed to:

School District of Palm Beach County
Fulton-Holland Educational Services Center
Home Education Office
3308 Forest Hill Boulevard, Suite C-124
West Palm Beach, FL 33406-5813

PROGRAM DESCRIPTION

A comprehensive program of general education based on *Florida's System of School Improvement and Accountability*, Goal 3, enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

The School District of Palm Beach County Curriculum Guidelines incorporates the strands, performance standards and benchmarks of the Florida Department of Education *Sunshine State Standards*. [Florida Statute §1003.41]; (State Board of Education Rule 6A-1.0941012) The curriculum guidelines include benchmarks for the disciplines of **Career Education**, Foreign Language, Health Education, Language Arts, Mathematics, Music, Physical Education, Science, Social Studies and Visual Arts. These benchmarks delineate what students should know and be able to do. District-adopted and/or district-developed instructional materials are provided for middle school students to meet the benchmarks.

All students in grades 6-8 **must** be scheduled for a full school day. All courses are a full school year unless otherwise noted. Courses listed conform to district and state requirements. Advanced middle school courses will be awarded a weight of 1.125 on the middle school report card. This additional weight, however, **is not** a part of a student's high school grade point average.

Honors weight (1.125) for high school courses taken by middle school students can only be awarded for those courses listed as high school honors courses in the *Florida Course Code Directory*. To satisfy high school graduation requirements, this weighting will become part of the student's high school honor point average and cumulative class rank, but will not be considered in the meritorious class ranking used to determine valedictorian/salutatorian.

Courses listed as Pre-IB courses can **only** be taught in designated Pre-IB programs unless prior approval of the Superintendent, Chief Academic Officer, or Assistant Superintendent of Curriculum and Learning Support is obtained.

**FLORIDA’S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY
GOAL 3: STUDENT PERFORMANCE STANDARDS**

There are a number of processes and abilities used in all subject areas that are also important to success in everyday life at home, in the community and in the workplace. These practical but highly important cross-disciplinary processes and abilities have been identified as standards under Goal 3 in the document *Florida’s System of School Improvement and Accountability*. The first ten standards focus specifically on student achievement and the first four of these standards are assessed on the Florida Comprehensive Assessment Test (FCAT).

The Goal 3 Standards should be an integral part of daily classroom instruction and assessment in every subject area at every grade level. Instruction that focuses on the first ten of the eleven Goal 3 standards will help students apply specific content knowledge in real-world situations and become successful as:

1. information managers
2. effective communicators
3. numeric problem solvers
4. creative and critical thinkers
5. responsible and ethical workers
6. resource managers
7. systems managers
8. cooperative workers
9. effective leaders
10. multiculturally sensitive citizens

The eleventh Goal 3 standard states that throughout a student’s education, families will share the responsibility of accomplishing the standards set in Goal 3.

The general requirements for middle grades promotions in compliance with Florida Statute §1003.4156 are as follows:

GRADE 6

Students are required to enroll in each of the following courses:	Duration
Intensive Reading: Based on Grade 5 scores: NRT - Stanine 1, 2 or 3 or FCAT SSS Level 1 or Level 2 (if disfluent) *Certain Level 2 students may be serviced through specific content area classes. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of ESE students with a disability and English Language Learners who participate in state assessments will be determined by the appropriate multidisciplinary team.	<i>Minimum required 1 full year or until deficiencies are eliminated</i>
Language Arts	1 year

Comprehensive Science	1 year
Mathematics	1 year
World Cultures	1 year
Physical Education	as scheduled
Comprehensive Health Curriculum	as scheduled
Electives	as offered by each school

NOTE: Florida Statute §1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, mathematics and/or science.

GRADE 7

Students are required to enroll in each of the following courses:	Duration
Intensive Reading: Based on Grade 6 scores: NRT - Stanine 1, 2 or 3 or FCAT SSS Level 1 or Level 2 (if disfluent) * Certain Level 2 students may be serviced through specific content area classes. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of ESE students with a disability and English Language Learners who participate in state assessments will be determined by the appropriate multidisciplinary team.	<i>Minimum required 1 full year or until deficiencies are eliminated</i>
Language Arts	1 year
Comprehensive Science	1 year
Mathematics	1 year
Civics and Career Planning	1 year
Physical Education	as scheduled
Comprehensive Health Curriculum/minimum 9 weeks	as scheduled
Electives	as offered by each school

NOTE: Florida Statute §1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, mathematics and/or science.

GRADE 8

Students are required to enroll in each of the following courses:	Duration
Intensive Reading: Based on Grade 7 scores: NRT - Stanine 1, 2 or 3 or FCAT SSS Level 1 or Level 2 (if disfluent) * Certain Level 2 students may be serviced through specific content area classes. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of ESE students with a disability and English Language Learners who participate in state assessments will be determined by the appropriate multidisciplinary team.	<i>Minimum required 1 full year or until deficiencies are eliminated</i>
Language Arts	1 year
Comprehensive Science	1 year
Mathematics – Pre-Algebra M/J 3 or Algebra	1 year
United States History – including Florida History	1 year

Physical Education	as scheduled
Comprehensive Health Curriculum	as scheduled
Electives	as offered by each school

NOTE: Florida Statute §1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, mathematics and/or science.

Course descriptions meet the requirements of State Board of Education Rules 6A 1.09412 and 6A-1.09401. See Florida Statute § 1003.4156 and State Board of Education Rule 6A-6.054 (2).

SPECIAL PROGRAMS

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0902, 6A-6.0902 (4), 6A-6.0903 (2)) ~~(State Board of Education Rules 6A-6.0900 et seq.) School District of Palm Beach County English Language Learners (ELLs) District Plan, 2004-2005 to 2007-2008 found at: <https://data.fldoe.org/lepplan/reports/default.cfm>, 2004-2005 to 2007-2008)~~

Students ~~whose English language proficiency in the listening, speaking, reading and writing skill areas is limited will be identified as English Language Learners.~~ ~~who are identified as ELLs~~ All English Language Learners must be given provided equal access to the general curriculum as defined by the School District of Palm Beach County ~~C~~ curriculum guidelines. All English Language Learners ELLs must be given provided equal access to the general curriculum as defined by the School District of Palm Beach County curriculum guidelines. The general education standards and benchmarks should be the basis of their curriculum. ~~They~~ ELLs are placed in courses based on need and eligibility, regardless of ~~their~~ English language proficiency. The individual student's English Language Learner-ELL Plan documents the instructional strategies required that must be implemented to ensure ~~the student an~~ equal opportunity ~~to master and mastery of~~ the general education curriculum. Please refer to See School District of Palm Beach County's English Language Learners ELL District Plan for a full explanation of program services and models.

Alternative Education/Dropout Prevention (DOP) Programs (State Board of Education Rules § 6A-6.052-6A-6.05292; Florida Statute §1003.53).

The School District provides special assistance and programs to those students identified as at risk of dropping out of school. All students who exhibit the characteristics of potential dropouts are eligible for these programs.

Students who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors may be considered eligible. Students identified as English Language Learners (ELLs) and/or eligible for ESE who meet the eligibility criteria for dropout prevention may be considered for placement. See School Board Policy 8.13 and current Alternative Education Manual. Various programs and support activities are available in most schools throughout the School District.

For students placed in Department of Juvenile Justice (DJJ) programs, collaboration between the DJJ, the Department of Education, the School District, and private

providers is essential in order for these students to achieve the goal of high school graduation and become productive members of the community. (State Board of Education Rule § 6A-6.05281).

~~Alternative Education/Dropout Prevention (DOP) Programs (State Board of Education Rules 6A-6.052, 6A-6.05292)~~

~~The academic program for an Alternative Education/DOP student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting. The programs employ alternative teaching methodologies, curricula, learning activities, and/or diagnostic and assessment procedures in order to meet the needs, interests and talents of eligible students. See School Board Policy 8.13 and current Department of Alternative Education Manual.~~

Gifted Education (State Board of Education Rules 6A-6.030191)

Students enrolled in the gifted program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. A continuum of services for gifted students is offered in schools strategically located throughout the district. In middle school, students may choose appropriate gifted education courses that are available at their schools.

Students identified as gifted under State Board of Education Rule 6A-6.03019 have an Educational Plan (EP) that outlines goals, strengths, and weaknesses and that provides direction for the instructional program. The differentiated instructional program includes advanced-level content acceleration and enrichment that addresses the student's special abilities and interests. See School Board Policy 5.725- Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students, related to gifted students.

~~Florida Virtual School (FLVS) [Florida Statute §100237 and State Board Education Rule 6A-6.0980]~~

~~The Florida Virtual School (FLVS) is an internet-based school serving the students of the State of Florida. The for-credit coursework is based upon the Sunshine State Standards. FLVS, in partnership with affiliated school districts, makes instruction available at any time and in any place to Florida students.~~

~~A student who is a full-time student in the school district **must** have permission from his/her school counselor and principal to enroll in FLVS. For more information see the *School District of Palm Beach County Florida Virtual School Guidelines*. (Copy available with the Department of Supplemental Services)~~

~~For each registration period, registered home education students **must** provide verification of active status along with other FLVS enrollment requirements outlined in the *School District of Palm Beach County Florida Virtual School Guidelines*.
(Move to M/16)~~

Students with Disabilities

Students with an Active Section 504 Accommodation Plan

Any alteration to the delivery of instruction or student assignments for a student with an active Section 504 [Accommodation](#) Plan is the decision of the Section 504 Team, if it is addressed in the Section 504 [Accommodation](#) Plan. Parent(s)/guardian(s) of a student with an active Section 504 [Accommodation](#) Plan **must** be notified of any proposed changes to the Section 504 [Accommodation](#) Plan, and **must** be given the opportunity to provide input on decisions made by the 504 Team. Thus, the individual student's Section 504 [Accommodation](#) Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the general education curriculum.

ESE-Eligible Students [Students with Disabilities](#)

Pursuant to School Board Policy 5.725, IEPs for students with disabilities, who are enrolled in an Exceptional Student Education (ESE) program, must specify the specifically designed instruction and related services that are necessary to meet each student's unique needs. See State Board of Education Rule § 6A-6.03028; [03028 Definitions, ESE Policies and Procedures and ESE Administrators](#). All students **must** be given access to the general curriculum as defined in the School District of Palm Beach County Curriculum Guidelines as is appropriate in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one or more content areas may be, more appropriate. See State Board of Education Rule § 6A-1.09414 for [course descriptions](#).

In all cases, the IEP Team makes special program placements and the educational decisions. The IEP Team develops a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities, as well as meeting each of the student's other educational needs that result from the student's disability. See State Board of Education Rule § 6A-6.03028.

In particular, the IEP Team should draft benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards; or any other student with a disability, at the discretion of the IEP Team. (See State Board of Education Rule § 6A-6.03028).

The IEP may specify whether **accommodations/***modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as [indicated](#) [drafted by the IEP Team](#).

[Students with an Active 504 Accommodation Plan](#)

~~Any alteration to the delivery of instruction or student assignments for a student with an Active Section 504 Accommodation Plan is the decision of the 504 Team if it is addressed in the Section 504 Accommodation Plan. Parent(s)/guardian(s) of a student with an Active Section 504 Accommodation Plan **must** be notified of any proposed changes to the Accommodation Plan, and **must** be given the opportunity to provide input on decisions made by the 504 Team. Thus, the individual student's Section Accommodation Plan documents the accommodations that are required to ensure that the student has an equal opportunity to access the general education curriculum.~~

~~ESE Students with Disabilities~~

~~As per School Board Policy 5.725, students with disabilities who are enrolled in an ESE program, their IEPs specify the specifically designed instruction and related services that are necessary to meet their unique needs. See State Board of Education Rule 6A-6.03028. All students **must** be given access to the general curriculum that is defined as the School District of Palm Beach County Curriculum Guidelines as is appropriate in relation to their unique needs and abilities. For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one or more content area may be more appropriate.~~

~~In all cases, the educational decisions are made by the IEP Team. The IEP Team develops the IEP to address annual goals and short-term objectives to meet the unique needs of the student that are appropriate. The IEP may specify whether accommodations/modifications are necessary in the areas of curriculum, instruction, and assessment. An IEP **must** be implemented as indicated.~~

~~A *Transition Statement* delineating a student's course of study **must** be written at the IEP meeting for a student with a disability who will be **14 years old** within the duration of that IEP. This statement **must** be updated each year. (State Board of Education Rule 6A-6.03028 (3) (b))~~

~~A *Transition Plan*, delineating the appropriate measurable postsecondary goals and transition services that can assist the student's attainment of these goals **must** be written for a student with a disability in middle school **only** if the student will be **16 years old** during the duration of that IEP. Otherwise, the *Transition Plan* **must** be written during the IEP meeting that is held during grade 9, regardless of the student's age.~~

No later than the first IEP to be in effect when a student with a disability turns fourteen (14) years of age, or younger if determined appropriate by the IEP Team, the IEP Team must meet to identify transition services needs of the student. The School District must invite the student to that meeting. (State Board of Education Rule § 6A-6.03028).

During the student's eighth (8th)-grade year or during the school year of the student's fourteenth (14th) birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma. (State Board of Education Rule § 6A-6.03028).

Beginning by the student's sixteenth (16th) birthday (or younger, if determined appropriate by the IEP team), the IEP must include a statement of needed transition

services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The School District must invite the student to that meeting, as well as any other agency representative necessary or helpful to assist in the student's post-secondary transition. Consent from a parent or the student that has reached the age of majority is required in order to invite an agency representative to attend. (State Board of Education Rule § 6A-6.03028).

Programs for students with disabilities are defined by the diploma options identified in each student's ~~Individual Education Plan~~ Individualized Education Program (IEP).

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

***Modifications are changes that can be made to what students are expected to learn. They include changes that have been outlined in the curriculum documents. Modifications may include partial completion of program or course requirements, curriculum expectations below age or grade level, alternate assessment criteria, and alternate curricular goals.*

~~This shall not be construed to limit or restrict the right of a student with a disability solely to a Special Diploma. The parents of each student who is eligible for a Special Diploma shall be notified through the IEP process of the diploma options, as provided within State Board of Education Rule 6A-1.0995, that are available. (State Board of Education Rule 6A-6.03028 (1) (f))~~

~~(See FY 2007-2008 IEP Manual for further details for Transition Plans and Diploma Options.)~~

Home Education Program (School Board Policy 8.14)

A home education program is sequentially progressive instruction of a student directed by his/her parent(s) or guardian(s). The parent(s)/guardian(s) of each registered home education student **must** maintain a portfolio of student work including a log of educational activities made concurrently with instruction and a listing of all reading materials. The parent/guardian is responsible for submitting an annual evaluation in accordance with Florida Statute §1002.41.

Home Education correspondence should be mailed to:

School District of Palm Beach County
Fulton-Holland Educational Services Center
Home Education Office
3308 Forest Hill Boulevard, Suite C-124
West Palm Beach, FL 33406-5813

Florida Virtual School (FLVS) [Florida Statute §100237 and State Board Education Rule 6A-6.0980]]

The Florida Virtual School (FLVS) is an internet-based school serving the students of the State of Florida. The for-credit coursework is based upon the Sunshine State Standards. FLVS, in partnership with affiliated school districts, makes instruction available at any time and in any place to Florida students.

A student who is a full-time student in the school district **must** have permission from his/her school counselor and principal to enroll in FLVS. For more information see the *School District of Palm Beach County Florida Virtual School Guidelines*. (Copy available with the Department of Supplemental Services)

For each registration period, registered home education students **must** provide verification of active status along with other FLVS enrollment requirements outlined in the *School District of Palm Beach County Florida Virtual School Guidelines*.

(Move from M/14)

HIGH SCHOOL CREDITS FOR MIDDLE SCHOOL STUDENTS

High school courses may be offered in middle schools where need is demonstrated. Students in grades 6-8 who are enrolled in a high school credit course, who meet the same attendance requirements met by high school students [Florida Statute §1003.436] and who successfully complete the course, may earn one high school credit.

Middle school students who take high school courses for credit should be counseled that grades earned in these courses **will** be used in the future to calculate high school grade-point average (GPA) and cumulative class ranking, and they **will** remain a part of the student's academic record. However, these credits will NOT be calculated in the meritorious class ranking used to determine valedictorian/salutatorian.

For a middle school student to receive high school credit, the middle school principal **must** designate the student as a high school student for the period(s) the student is enrolled in the high school course(s). High school rules apply for grading and attendance (see Attendance Policy below) and also apply if failure occurs. Students who take a high school credit course will be considered dually enrolled in both middle and high school and the credit earned will satisfy the middle school course requirement for the appropriate grade level and will allow the student to acquire high school credit as well.

~~Effective for students entering the ninth grade,~~ Three of the four mathematics credits required for graduation **must** be earned in grades 9-12. ~~Effective for students entering the ninth grade,~~ At least one of the two sequential foreign language credits required for entrance to universities **must** be earned in grades 9-12.

Parent/Student Notification of Opportunities for High School Acceleration, Choice Programs, and Postsecondary Opportunities

At the beginning of each school year, students and parents will be notified of the benefits of high school and college opportunities, such as **A**advanced **P**lacement, International Baccalaureate, Advanced International Certificate of Education, Florida

Virtual School, dual enrollment, choice programs, graduation options, and general postsecondary requirements.

Requirements for High School Algebra

8th grade students taking high school algebra will earn high school credit and that credit will count as one of the four mathematics credits that must be earned in grades 9-12. [Florida Statute §§1003.43;1003.4156 (1)]

Attendance Policy for Middle School Students Taking High School Credit [Course\(s\)](#)

Middle school students enrolled in high school credit courses **must** adhere to the attendance requirements for earning credit. No student shall be awarded credit in a course when the student has been in attendance for instruction for fewer than **sixty-seven and one-half** (67 ½) hours in a semester, unless the student demonstrates mastery.

~~If a middle school student enrolled in a high school credit class withdraws prior to the end of the semester, the policies outlined under Student Withdrawals in the High School Student Progression Plan must be followed.~~

The principal shall establish an appeals process to review the facts of any case in which a student appeals for credit in a course in which the student has not demonstrated mastery. Mastery is defined as: a) passing at least one of the two nine-week marking periods; AND b) passing the semester examination.

Grade of N: Grade of *N* is applicable only to students enrolled in high school credit courses and indicates the student has exceeded the absence limits. An *N* (no credit) is recorded as the semester exam grade when the student has not been in attendance for at least **67 ½ 68** hours per semester per course and has not demonstrated mastery. For the purposes of grade calculation, a grade of *N* will result in a semester grade of *F*.

Forgiveness Rule [Florida Statute § 1003.428 (4)(d) ~~1003.413 (3)(e)~~]

The forgiveness rule applies to a middle school student who has earned either a grade of C, D, or F in a **high school course** taken for high school credit. [Florida Statute § ~~1003.43 (5)(e); 1003.413 (3)(e);~~ 1003.428 (4)(d) ~~(2007)~~]

- Middle School students may replace a grade of C, D or F (**Cs or Ds** on a space-available basis) with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course.
- A grade is forgiven if a student receives a grade of **C or higher** ~~on the repeat effort of that same course~~.
- In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.
- Students earning a grade of **D** on the repeat effort ~~of the same course~~ earn credit for that course; however the initial failing grade is **not** forgiven. If a student chooses to

repeat the same course again (on a space-available basis) and earns a grade of **C or higher**, all previous grades will be forgiven.

- ~~➤ Students may repeat a course for forgiveness if a grade of C, D or F (Cs or Ds on a space available basis) is earned in a course.~~
- ~~➤ Elective courses may be forgiven with a grade of "C" or higher, earned subsequently in the same or comparable course.~~
- ~~➤ Students should be advised that many universities calculate GPAs based on all courses attempted.~~

MIDDLE SCHOOL STUDENTS ATTENDING SUMMER/COLLEGE PROGRAMS FOR ENRICHMENT

Students who elect to participate in college/university summer programs will NOT receive high school credit.

ATHLETIC ELIGIBILITY (School Board Policy 5.60)

The Palm Beach County Middle School Activities Association (PBCMSAA) by-laws will be the governing body for middle school athletics. The athletic eligibility for middle school students is regulated by these by-laws, School Board Policy 5.60, and as follows:

1. Eligibility for each student shall be limited to three (3) consecutive years from the time the student first enters grade 6.
2. To be eligible to compete in interscholastic athletic competition for the first grading period, a sixth-grade student **must** be a bona fide student in the school which the student represents (unless being home schooled); **must** have been regularly promoted from the fifth grade; and **must** be carrying a normal class load and doing satisfactory classroom work with a satisfactory conduct record.
3. Failure in more than one (1) subject during a given nine-week grading period shall cause a student to be ineligible for practice and competition during the following nine-week grading period. In addition, a student **must** maintain a specified grade point average of 2.0 as well as acceptable conduct determined by the principal.
4. Age rule: A middle school student loses eligibility if the student reaches the age of 15 years prior to September 1st of the current school year.
5. To participate in the first semester of grade 9, a student **must** be regularly promoted from grade 8 during the immediately preceding year.

Extracurricular Activities for Home Education Students (School Board Policy 5.60 (7))

Registered home education students are eligible to participate in extracurricular activities at the public middle school to which they would have been assigned by the

school district or as provided by School Board Policy 5.60 (7). In order to participate, the home education student **must** meet the same eligibility requirements of the special activity as established for all regularly attending students.

PROMOTION REQUIREMENTS

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. [Florida Statute §1008.25 (6)(a)]

Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7 and 8 requires that the student must successfully complete academic courses as follows [Florida Statute §1003.4156]:

1. Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.
2. Three middle school or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
3. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.
4. Three middle school or higher courses in science.
5. One course in career and education planning to be completed in 7th or 8th grade. The course must include career exploration using CHOICES for the 21st century or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan (ePEP). Each student's plan must be signed by the student, the student's guidance counselor or academic advisor, and the student's parent. [Students meet the career and education planning course requirement through successful completion of the Civics and Career Planning course in grade 7.](#) [Florida Statute §1003.4156 (1)(a)(5)]

These changes apply to all students in grades 6, 7, or 8, independent of the grade configuration at the school [Florida Statute §1008.25]. Students in grades 6 and 7 who have passed four of the five required courses may be conditionally promoted *unless they have received a conditional promotion to their current grade level.*

~~Beginning with students entering their first year of high school in 2007-2008, each student shall be required to identify a major area of interest that includes four of the eight credits that are in addition to the 16 core curriculum credits required to graduate. 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. Students may revise major area of interest each year as part of annual course registration processes. [Florida Statute §1003.428(2)(b)] Each~~

~~school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities. [Florida Statute §1003.4156 (1)(a) 5]~~

~~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 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 students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan. [Florida Statute §1003.4156(1)(b)]~~

~~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, which may be integrated into the student's required mathematics course. [Florida Statute §1003.4156(1)(c)]~~
(two paragraphs moved to M/26)

Promotion for Students Who Have Been Conditionally Promoted to Grade 7 or Grade 8

In order to be promoted to the next grade level, students who have received conditional promotion to grade 7 or grade 8 **must**:

- pass all four required courses (language arts, mathematics, science, and social studies)
AND
- pass the equivalent of a year-long elective
AND
- pass the course taken for remediation.

Retention

The following students **will be retained**:

- Students who have passed **three** or **fewer** required courses.
- Conditionally promoted students in 7th or 8th grade who do not pass all five required courses will be retained in the grade level to which they were conditionally promoted.
- Conditionally promoted students who do not complete a remediation support program will be retained in the grade level to which they were conditionally promoted.
- 8th grade students who, by the end of summer school (if available), do not pass all 5 required courses.

8th grade students who fail one of the five required courses may take one course during summer school (if available) for the purposes of promotion. These students **must**

successfully complete the required course that was failed in order to meet promotion requirements.

8th grade students who fail Algebra I or ~~Pre-Algebra M/J 3~~ (and no other course required for promotion) **must** pass the Algebra Prep summer school program in order to be promoted to the 9th grade. These students will be required to take Algebra I in 9th grade.

All other 8th grade students who have not met promotion requirements **are retained** and are not eligible to attend summer school for the purposes of promotion. Summer school attendance for retained students will be for the purposes of remediation **only**. Summer coursework toward promotion will **not** be accepted.

EXEMPTION FROM RETENTION IN GRADES 6-8 (GOOD CAUSE)

The School Board may exempt a student from retention once in grades 6, 7 and 8 for good cause. The procedures for determining eligibility and obtaining approval for an exemption from retention for good cause are outlined below.

Good Cause Exemption Criteria

Previously Retained Students Demonstrating Grade-Level Achievement on State/District Assessments

- Students who were previously retained in grades 6, 7 or 8 and who score at the 51st percentile or above on the FCAT Mathematics NRT and the FCAT Reading NRT **and** score at performance level 3 or above on the state/district assessments listed below:
 - FCAT – SSS/Reading
 - FCAT – SSS/Mathematics
 - FCAT – SSS/Science (~~Spring 2004~~ – Grade 8 only)
 - FCAT – Writing (if appropriate)
 - SRI Spring Lexile

Students being promoted based on achievement on state and district assessments will attend the regular program of instruction in the students' district assigned ~~SAC Area~~ school. [Florida §§1008.25 (2) (b) & 1003.4156]

NOTE – Florida Statute §1008.25(2)(c) requires districts to provide “appropriate alternative placement” for students with two or more retentions.

Other Students with Previous Retentions

- Students who have previously been retained in kindergarten through eighth grade and are being recommended for their third retention (K-8).
- Students who, because of retentions, are facing their third year in the same grade.

Students who meet the criteria above *may* be assigned to the next grade **only** if it has been determined that the student's academic progress can be achieved as a result of promotion to an alternative program of instruction **or an alternate instructional setting**. (See Assignment Options for Students Receiving Good Cause Exemptions Due to Previous Retentions below.)

Assignment Options for Students Eligible for Good Cause Exemptions Due to Previous Retentions

6th and 7th Grade Students

- Promotion to the next grade level to an alternate program of instruction
- Promotion to the next grade level to an alternate (e.g., SAI, PMP) instructional setting at the home school
- Grade level promotion to the next grade to an alternate program of instruction through ~~Educational Alternatives~~ **Alternative Education** for students who have academic and/or behavioral needs
- Promotion to the next grade level with continued enrollment in an alternate program of instruction

8th Grade Students

- Promotion to ninth grade to an alternate program of instruction
- Promotion to ninth grade to an alternate program of instruction through ~~Educational Alternatives~~ **Alternative Education** for students who have academic and/or behavioral needs
- Promotion to the next grade level with continued enrollment in an alternate program of instruction

Students who receive an exemption from retention due to multiple retentions are to remain in the alternate program of instruction **or an alternate instructional setting** in which they are placed for the period of at least one school year. Withdrawal from the alternate program of instruction **or an alternate instructional setting** ~~will~~ **may** result in forfeiture of the exemption from retention for good cause and the student will be placed back into the grade in which he/she was to be retained had an exemption not been granted.

8.5 PLACEMENT OPTION – 8th Grade Students Only

- **Assignment** into an 8.5 program, when available, **at the student's district-assigned high school**

Before being promoted to the ninth grade, a student assigned to an 8.5 program **must** complete a program of remediation in the content areas failed during the previous school year. Students **must** demonstrate that remediation is complete by earning passing grades on school-based assessments in the failed content areas. Promotion for students assigned to the 8.5 program may occur at the end of the first semester or at the end of summer school.

- State Assessment

For the state assessment program, students in the 8.5 program who are not promoted to the ninth grade at mid-year will participate in the statewide assessment as eighth graders at their home middle school. All other students who have been placed in an alternate instructional program and promoted will be tested at the grade level to which they were promoted.

Good Cause Exemption Process

1. The principal **must** submit recommendations, in writing, for good cause exemption from retention to the Area Superintendent for approval.
2. Recommendations should contain documentation justifying the exemption from retention and, when appropriate, a description of the **alternative alternate** program of instruction to be provided to the student. Each recommendation **must** provide compelling arguments that exemption from retention, rather than retention, is in the best interest of the student.

The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. The Area Superintendent will accept or reject the principal's recommendation in writing. Upon approval by the Area Superintendent, the student will be promoted to the next grade.

CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS WHO DO NOT MEET THE MANDATORY RETENTION CRITERIA

English Language Learners (ELLs) English Language Learners (ELLs) (State Board of Education Rules 6A-6.0902) School District of Palm Beach County English Language Learner (ELLs) District Plan, 2004-2005 to 2007-2008)

Students identified as English Language Learners (ELLs) **must** meet the District levels of performance as indicated on the Student Progression charts. ~~The requirements are to measure the student's ability to read and write, regardless of whether that ability is shown in English or the student's home language.~~ ELLs must demonstrate literacy skills on grade level in either English or their native language.

~~English Language Learners~~ ELLs may not be retained if they are ~~who are identified as being~~ substantially-below-grade-level in reading in English ~~but are proficient in their home language may not be retained for English reading deficiencies or FCAT scores if~~ but can demonstrate grade level literacy skills in their native language. An ~~English Language Learners-ELL~~ Committee **must** meet to determine whether an ELL should be retained. Adequate progress, defined in the ~~English Language Learner-ELL~~ Plan, should be used by the ELL Committee as ~~grounds cause~~ for promotion. ~~English Language Learners~~ An ELL may be retained if the ~~English Language Learners~~ ELL Committee has determined that the students ~~have has not~~ progressed satisfactorily according to ~~their his/her ELL English Language Learner Pplans~~.

Students with Disabilities

Students with an Active Section 504 Accommodation Plan

A student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a free appropriate public education and has an equal opportunity to access the general education curriculum. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent or guardian of a student with an active Section Accommodation Plan must be notified of any proposed changes to the 504 Plan. In addition, a parent or guardian must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an Active Section 504 Accommodation Plan **must** meet the School District's levels of performance. Parent(s)/guardian(s) **must** be notified if the Section 504 Team is considering retention. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the team determines that the below-grade-level performance is caused by the disability, the student's placement **must** be re-evaluated.

The re-evaluation **must** include a review of the student's records, the student's intellectual and academic abilities and other pertinent information provided by the student's teachers. Comprehensive documentation regarding student placement **must** be provided each time re-evaluation occurs.

If the team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as any general education student.

ESE-Eligible Students

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- ▶ *The IEP for each child with a disability to include:*
- ▶ A statement of measurable annual goals, including academic and functional goals, designed to --
- ▶ Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

A student who is enrolled in Exceptional Student Education (ESE) **must** meet the School District's performance standards, **unless** the IEP specifies that the student is unable to meet the grade-level performance standards, because:

- ▶ The student's demonstrated cognitive ability and/or behavior prevent the student from completing required classwork and achieving the *Sunshine State Standards*, even with appropriate and allowable classwork modifications.
- ▶ The student is unable to apply or use academic skills at a minimal competency level in the home or community.

When an ESE-eligible student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team may be

convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs, including the student's below-grade-level performance. The IEP Committee Team may recommend a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

Students with disabilities who are enrolled in an ESE program(s) may be considered to have met promotion requirements when he/she has achieved the goals that are specified on the student's IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the general education teacher. The principal may ~~waive promotion requirements~~ (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied.

Other factors that may be considered are **the students'**:

~~The student's:~~

- previous retention history
- current goals and objectives on the student's IEP
- social/emotional behavior
- attendance
- placement and a possible change in the current placement
- grades
- current accommodations/modifications/services

PROGRESS MONITORING PLAN (PMP) PROCESS [Florida Statute §1008.25 (4)]

~~A Progress Monitoring Plan (PMP) is intended to provide the school district and the school with flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state's requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:~~

- ~~1. A federally required student plan, such as an Individual Education Plan (IEP);~~
- ~~2. A school-wide system of progress monitoring for all students; or~~
- ~~3. An individualized Progress Monitoring Plan [Florida Statute §1008.25(4)(a)-(b)]~~

~~Each plan **must** outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. Listed below are the steps for implementing the PMP:~~

~~1. Each student who does **not** meet the levels of performance as determined by the district in reading, writing, mathematics and science for each grade level or who scores below level 3 in reading or mathematics defined on the charts on pages M/29-31) **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need, and strategies for appropriate intervention. [Florida Statute §1008.25 (4) (a)]~~

- ~~➤ Data from the additional assessments are to be used to formulate the student's PMP.~~
- ~~➤ Diagnosis and remediation will occur as soon as possible after a student has been identified as needing mandatory remediation.~~

1. ~~Diagnostic assessments may include:

 - a. ~~portfolio of student work~~
 - b. ~~teacher assessment~~
 - c. ~~text/placement tests~~
 - d. ~~diagnostic software results~~
 - ~~If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.~~~~
 2. ~~At the conclusion of the school year, appropriate teachers of the student who had a PMP are to make recommendations regarding the student's educational program for the following year.~~
 3. ~~The PMP process **must** begin as soon as students are newly identified as—needing remediation. The PMP **must** be in place and implementation begun for—students, including those who transfer into the school district, within 45 calendar—days of being identified as needing remediation.~~
 4. ~~All PMPS are to be developed through the collaboration of the receiving teacher(s)—and the parent(s)/guardian(s) [Florida Statute §1008.25(4)(b)] and approved by the principal.

 - ~~In the case of students receiving continued remediation, recommendations of the sending teacher(s) are to be reviewed as a part of the PMP process.~~~~
 5. ~~It is the responsibility of the teacher, the grade chair and the principal to ensure—that the PMP is substantive and that the outlined instructional and support—services are provided. The school district will assist schools and teachers in the—implementation of research based reading activities. [Florida Statute §1008.25(4)(b)]~~
- ~~The PMP should clearly identify:~~
- ~~the specific diagnosed academic needs to be remedied;~~
 - ~~the success-based intervention strategies to be used;~~
 - ~~how, when, how often by whom, and how long intensive remedial instruction is to be provided; and~~
 - ~~the monitoring and reevaluation activities to be employed.~~

ESE Students with Disabilities

~~The Individuals with Disabilities Education Improvement Act of 2004 requires:~~

- ▶ ~~The IEP for each child with a disability to include:~~
- ▶ ~~A statement of measurable annual goals, including academic and functional goals, designed to—~~
- ▶ ~~Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.~~

~~When an ESE student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP **must** address all of the student's educational needs including the student's below grade level performance. A PMP can be developed for a student with a disability if the IEP does not address the student's educational need in reading, writing, mathematics, and/or science.~~

(all above green print moved to M/26 and 27)

REMEDIATION

REMEDIAL INSTRUCTION

Remedial and supplemental instruction resources *must* be allocated to students who fail to meet achievement performance levels required for promotion. [Florida Statute §1008.25 (3)] The *Identification of Students Needing Remediation* charts reflect the process of student identification for remediation in reading, writing and mathematics for students in grades 6-8.

The district provides remedial instruction in reading, writing, science, and mathematics for those students identified as having substantially deficient skills in reading, writing, science and/or mathematics as identified by teacher/principal recommendation, norm-referenced tests, Florida Comprehensive Assessment Test (FCAT) Writing (grade 8), FCAT and school-selected reading tests (e.g., Gates-MacGinitie, Scholastic Reading Inventory (SRI), Diagnostic Assessment of Reading (DAR) or Oral Reading Fluency Measure). Remedial instruction shall be provided through implementation of an individual Progress Monitoring Plan (PMP) developed in consultation with parent(s)/guardian(s).

The PASS Program provides additional academic support and instruction before school, after school and/or in Saturday school for students. Additionally, the PASS Program provides developmentally appropriate instruction and assistance in goal setting.

Course Offerings in Remedial Instruction

- M/J Intensive Mathematics
- M/J Intensive Reading
- M/J Intensive Language Arts
- M/J Reading 1-3

PASS Program Course Offerings

- Middle School Mathematics
- Middle School Language Arts
- Middle School Science
- Middle School Social Studies
- Middle School Reading Enhancement
- Middle School Mathematics Enhancement

Complementary Options

- Before or After School Tutorial
- ~~Before School Tutorial~~
- Saturday School Tutorial
- Special Session (English Language Learners/ESOL)
- Contracted Academic Services
- Exceptional Student Education Services
- Suspension of Other Curriculum

On-line Coursework Other Strategies

NOTE: Remedial course offerings (intensive courses in mathematics, reading, or language arts) **must** be taken *in addition to* language arts and/or mathematics courses, **not** in lieu of these courses.

Remediation for Conditionally Promoted Students

- A conditionally promoted student who has scored Level 1 on FCAT SSS **must** successfully complete one of the programs for remediation listed above as scheduled by the school and **must** pass all required courses for that grade level to be promoted.
- A conditionally promoted student who has scored Level 2 or above on FCAT SSS **must** complete a content-based program of remediation. Completion of the program occurs when the student earns the number of quality points lacking in the course failed. A student who does not earn a sufficient number of quality points will be retained.

PROGRESS MONITORING PLAN (PMP) PROCESS [Florida Statute §1008.25 (4)]

A Progress Monitoring Plan (PMP) is intended to provide the school district and the school with flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state's requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally-required student plan, such as an Individual Education Plan (IEP);
- A school-wide system of progress monitoring for all students; or
- An individualized Progress Monitoring Plan [Florida Statute §1008.25(4)(a)-(b)]

Each plan **must** outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. Listed below are the steps for implementing the PMP:

1. Each student who does **not** meet the levels of performance as determined by the district in reading, writing, mathematics and science for each grade level or who scores below level 3 in reading or mathematics ~~defined on the charts on pages M/29-31~~ **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need, and strategies for appropriate intervention. [Florida Statute §1008.25 (4) (a)]

- Data from the additional assessments are to be used to formulate the student's PMP.
- Diagnosis and remediation will occur as soon as possible after a student has been identified as needing mandatory remediation.
 - Diagnostic assessments may include:
 - portfolio of student work
 - teacher assessment
 - text/placement tests

- diagnostic software results
- If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.
 - A. 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 which reading strategies are delivered shall be determined by diagnosis of reading needs. Guidance will be provided regarding appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the K-12 Comprehensive Reading Plan. [Florida Statute §1003.4156(1)(b) and State Board of Education Rule 6A-6.054 (2)] (from M/17)
 - B. 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, which may be integrated into the student's required mathematics course. [Florida Statute §1003.4156(1)(c)] (from M/17)
 - C. A student whose FCAT Science score was less than 300 or who failed a science course the previous year must receive remediation the following year, which may be integrated into the student's required science course.
 - D. A student whose FCAT Writing score was less than 3.5 or reading NRT was in Quartile 1 or who failed a language arts course the previous year must receive remediation the following year, which may be integrated into the student's required language arts course.
- 2. At the conclusion of the school year, appropriate teachers of the student who had a PMP are to make recommendations regarding the student's educational program for the following year.
- 3. The PMP process **must** begin as soon as students are newly identified as needing remediation. The PMP **must** be in place and implementation begun for students, including those who transfer into the school district, within 45 calendar days of being identified as needing remediation.
- 4. All PMPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s)/guardian(s) [Florida Statute §1008.25(4)(b)] and approved by the principal.
 - In the case of students receiving continued remediation, recommendations of the sending teacher(s) are to be reviewed as a part of the PMP process.
- 5. It is the responsibility of the teacher, the grade chair and the principal to ensure that the PMP is substantive and that the outlined instructional and support services are provided. The school district will assist schools and teachers in the implementation of research-based reading activities. [Florida Statute §1008.25(4)(b)]

The PMP should clearly identify:

- the specific diagnosed academic needs to be remedied;

- the success-based intervention strategies to be used;
- how, when, how often, by whom, and how long intensive remedial instruction is to be provided; and
- the monitoring and reevaluation activities to be employed.

ESE Students with Disabilities

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- ▶ The IEP for each child with a disability to include:
- ▶ A statement of measurable annual goals, including academic and functional goals, designed to --
- ▶ Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

When an ESE student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP **must** address all of the student's educational needs including the student's below-grade level performance. A PMP can be developed for a student with a disability if the IEP does not address the student's educational need in reading, writing, mathematics, and/or science.
(moved from M/22, 23, and 24)

PASS PROGRAM

Program Description

The purpose of the PASS Program is to provide immediate and ongoing assistance to students who are performing below grade level in any academic area. It provides students with:

1. additional time to complete the expected course of study.
2. assistance in completion of the course requirements necessary for promotion.
3. remediation of academic skills as necessary.

Students who have failed a core course(s) during a marking period may raise the grade in a failed course to **D** by attending and successfully completing the before or after-school "PASS" Program during the subsequent marking period.

Student Identification

The following students qualify for the PASS Program:

1. Students who have been conditionally promoted and cannot make up the failed course as an elective class.
2. Students who have failed one or more subjects during a marking period are required to attend.
3. Students who have scored Level 1 on FCAT SSS whose PMP lists PASS as part of the student's remediation plan.
4. Students who have scored Level 2 on FCAT SSS may attend the PASS program if there is space available.

5. ESE students with disabilities who meet the above criteria are enrolled upon the recommendation of the IEP Team.
6. English Language Learners who meet the above criteria.

Note: Budgetary constraints may require changes in the criteria for PASS Program eligibility.

SUMMER SCHOOL

Extended School Year for English Language Learners (ELLs)

~~The purpose of Extended School Year (ESY) for English Language Learners is offered to ELLs of beginning and intermediate proficiency with the purpose of continuing oral language development. to provide beginning and some intermediate English speakers with the opportunity to develop their oral language. ESY for ELLs includes This is done through content related-area instruction in a non-threatening environment that promotes the use of oral spoken English in a non-threatening environment. In order for an ELL to be eligible for ESY, it must be documented on his/her ELL plan that additional oral language development is needed. In order to be eligible for ESY, placement on the student's individual English Language Learner (ELL) Plan must show that additional English oral language development is needed.~~

Home Education Students

A registered home education student may participate in a district summer program if it is available and if the student meets the same eligibility requirements that have been established for School District of Palm Beach County students.

EXTENDED SCHOOL YEAR (ESY)

ESE-Eligible Students who are Enrolled in ESE Programs (State Board of Education Rule 6A-6.03028(6)(i))

Extended school year (ESY) services means specially designed instruction and related services that are provided to an ESE-eligible student beyond the normal school year of the School District, in accordance with the student's IEP. ESY services are always at no cost to the parent.

At least annually, an IEP Team for each ESE-eligible student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.

The School District may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services. (State Board of Education Rule 6A-6.0334(g)(11)) (State Board of Education Rule 6A-6.03028(6)(i)(3)).

An ESE-eligible student with a disability who fails a general education course may attend the a scheduled general education Summer School.

- All students in grades 6-8 who are currently receiving ESE services pursuant to an IEP must be considered for ESY.
- A student's IEP Team will determine the goals and objectives during the specified ESY period, using the current IEP and documentation of progress.

IDENTIFICATION OF STUDENTS NEEDING REMEDIATION

The following charts (effective for the ~~2007-2008-2009~~ school year) show the identified performance levels as they relate to the FCAT SSS ~~and~~ FCAT NRT, ~~as well as~~ FCAT Writing ~~and~~ SRI-1. ~~The charts also reflect the process of student identification for promotion or retention in reading, writing and/or mathematics for students in grades 6-8 and outline PMP options.~~ The charts permit decision-makers to identify the overall achievement of each child through district and state assessments ~~as well as classroom performance.~~ ~~The charts also~~ and allows for a more narrow focus on student achievement for the purposes of remediation decisions (PMP).

Teachers and administrators may examine the student's reading, writing, mathematics, and/or science performance to determine whether a student is in need of remediation in one or more of these areas.

~~Students who don't meet State or District expectations for proficiency may be retained if the documented proficiency has not been remediated. Such students may also be promoted without a PMP if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Level 3. However, such students may be retained if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2. [Florida Statute §1008.25]~~

The following charts in relation to remediation are based upon Florida Statute §1008.25 (4).

IDENTIFICATION OF STUDENTS ENTERING GRADE 6 IN NEED OF REMEDIATION

FACTORS TO CONSIDER WHEN DECISION-MAKING							DECISIONS
(Levels below are provided by the *Florida Department of Education FCAT Handbook and the **District's Department of Assessment) Classroom Performance: Teacher Judgment-Writing Samples-Reading Tests-Mathematics Series Assessment Results-Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only)-English Language Development Continuum (English Language Learners Only)							
Student Performance Level		*FCAT Reading Developmental Scale Score (DSS)	**NRT Reading Percentile	**SRI-Spring Lexile	*FCAT Math DSS	**NRT Math Percentile	Remediation Required?
Above Grade Level	Level 5	2059 and above	96 and above	1347 and above	1957 and above	96 and above	No
	Level 4	1762-2058	78-95	1040-1346	1769-1956	88-95	No
At Grade Level	Level 3	1510-1761	49-77	779-1039	1632-1768	70-87	No
Below Grade Level	Level 2	1342-1509	30-48	605-778	1452-1633	36-69	Yes
	Level 1	474-1341	1-29	Below 605	569-1453	1-35	Yes

IDENTIFICATION OF STUDENTS ENTERING GRADE 6-7 IN NEEDING-OF REMEDIATION

FACTORS TO CONSIDER WHEN DECISION-MAKING (Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, and the **District's Department of Assessment)							DECISIONS FOR NEXT YEAR
<i>Classroom Performance: Teacher Judgment-Writing Samples-Reading Tests-Mathematics Series Assessment Results-Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only)-English Language Development Continuum (English Language Learners Only)</i>							
Student Performance Level		*FCAT Reading Developmental Scale Score (DSS)	**NRT Reading Percentile	**SRI-I Spring Lexile	*FCAT Math DSS	**NRT Math Percentile	Remediation Required Next Year? Remediation Required?
Above Grade Level	Level 5	2126 and above	97 and above	1389 and above	2019 and above	94 and above	No
	Level 4	1860-2125	82-96	1097-1388	1860-2018	87-93	No
At Grade Level	Level 3	1622-1859	52-81	836-1096	1692-1859	69-86	No
Below Grade Level	Level 2	1450-1621	28-51	648-835	1554-1691	40-68	Provide remediation with a Progress Monitoring Plan Yes
	Level 1	539-1449	1-27	Below 647	770-1553	1-39	Provide remediation with a Progress Monitoring Plan Yes

IDENTIFICATION OF STUDENTS ENTERING GRADE 7-8 IN NEEDING OF REMEDIATION

FACTORS TO CONSIDER WHEN DECISION-MAKING							DECISIONS FOR NEXT YEAR
(Levels below are provided by the *Florida Department of Education FCAT Handbook that is incorporated here by reference as part of this plan, and the **District's Department of Assessment) Classroom Performance: Teacher Judgment-Writing Samples-Reading Tests-Mathematics Series Assessment Results-Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only)-English Language Development Continuum (English Language Learners Only)							
Student Performance Level		*FCAT Reading Developmental Scale Scores (DSS)	**NRT Reading Percentile	**SRI-I Spring Lexile	*FCAT Math DSS	**NRT Math Percentile	Remediation Required Next Year Remediation Required?
Above Grade Level	Level 5	2181 and above	96 and above	1508 and above	2080 and above	95 and above	No
	Level 4	1945-2180	84-95	1206-1507	1939-2079	90-94	No
At Grade Level	Level 3	1715-1944	58-83	912-1205	1786-1938	71-89	No
Below Grade Level	Level 2	1542-1714	35-57	691-911	1661-1785	44-70	Provide remediation with a Progress Monitoring Plan Yes
	Level 1	671-1541	1-34	Below 690	958-1660	1-43	Provide remediation with a Progress Monitoring Plan Yes

IDENTIFICATION OF STUDENTS NEEDING OF REMEDIATION-Grade 8

FACTORS TO CONSIDER WHEN DECISION-MAKING (Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of the plan, and the **District's Department of Assessment)								DECISIONS FOR NEXT YEAR
Classroom Performance: Teacher Judgment-Writing Samples-Reading Tests-Mathematics Series Assessment Results-Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only)-English Language Development Continuum (English Language Learners-Only)								
Student Performance Level		*FCAT Reading Developmental Scale Scores (DSS)	**NRT Reading Percentile	**SRI-I Spring Lexile	*FCAT Writing+	*FCAT Math DSS	**NRT Math Percentile	Remediation Required Next Year
Above Grade Level	Level 5	2282 and above	99 and above	1663 and above	5.5 or 6.0	2092 and above	94 and above	No
	Level 4	2073-2281	96-98	1355-1662	4.5 or 5.0	1998-2091	86-93	No
At Grade Level	Level 3	1882-2072	78-95	1074-1354	3.5 or 4.0	1851-1997	62-85	No
Below Grade Level	Level 2	1696-1881	40-77	800-1073	2.0, 2.5, or 3.0	1733-1850	30-61	Provide remediation with a Progress Monitoring Plan Yes
	Level 1	886-1695	1-39	Below 800	0, 1.0, or 1.5	1025-1732	1-29	Provide remediation with a Progress Monitoring Plan Yes

REPORTING STUDENT PROGRESS

PARENT(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS

Parent(s)/guardian(s) **must** be notified in writing of the School District's [District's](#) promotion requirements.

1. All notifications to parent(s)/guardian(s) of English Language Learners (ELLs) **must** be understandable to them in their home/native language whenever feasible.
2. School personnel will notify parent(s)/guardian(s) in writing of promotion requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. The requirements are also included on the district website within the posted Student Progression Plan.
3. The parent(s)/guardian(s) of a student who is failing two or more courses or not meeting promotion requirements **must** be notified in writing. The notification form will provide the parent(s)/guardian(s) with information regarding the PASS Program. The parent is required to return to the sending school the designated portion of the notification form. It is advisable that schools contact those parent(s)/guardian(s) who have not responded to the notification form by telephone. A telephone log of these calls should be kept to ensure that every identified child has been afforded the opportunity to receive the tutorial remediation PASS Program services.
4. For students identified as having substantially deficient skills in reading, writing, science and/or mathematics, remediation instruction will be provided through the implementation of a student's individual education plan (e.g., PMP, IEP, [ELL Plan](#), [Section 504 Accommodation Plan](#)) developed in consultation with the parent(s)/guardian(s). The student's individual education plan, with the signature of the parent(s)/guardian(s), will serve as written notification as required by *Florida Statute §1008.25*.

FREQUENCY OF GRADE REPORTS [Florida Statute §1003.33 (1)]

All middle schools in the School District of Palm Beach County report grades/progress to parents/guardians on a nine-week schedule.

Parent(s)/guardian(s) of students with disabilities who are enrolled in ESE programs **must** also be informed of their child's progress towards his or her annual IEP goals at least as often as their non-disabled peers receive progress reports during each nine-week period. A statement specifying the method and frequency in which an ESE student with a disability's progress is reported is included in the student's IEP.

MID-TERM PROGRESS REPORTS

Within each grading period, teachers will provide every student who is failing or performing below expectations with a status report listing, at a minimum, current grade

average and attendance. This report is issued during the middle week of each grading period or anytime thereafter if a student's grade/performance drops to failing.

Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** be informed of their child's progress at least as often as the general education students.

DISTRICT/STATE ASSESSMENT PROGRAM (ENTIRE SECTION MOVED TO M/ 42-44)

GENERAL RULES OF GRADING

1. Grades are based on the quality of student performance relative to expected levels of achievement of the *Sunshine State Standards*, the course frameworks and/or course syllabus approved by the principal/designee.
2. Quality of work will be assessed by multiple measures including, but not limited to:
 - a. teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation and demonstrations)
 - b. classroom assignments (paper and pencil assignments, reports, term or research papers, models, projects, exhibits, posters, and computer programs **and homework**)
 - c. **homework** (School Board Policy 8.16)
 - d. examinations (paper and pencil tests including essay, multiple choice and completion; oral tests; and skill tests requiring demonstration)
 - e. alternative methods (portfolios and performance assessments) **and** services [Florida Statute §1003.33 (1) (a)]
3. A sufficient number of grades will be recorded to justify the marking-period grade. A marking-period grade is not based solely on a single project.
4. A recorded grade (with the exception of **I** and **N***) may NOT be changed after report cards are printed except by one of the following procedures:
 - The change is initiated by the teacher and approved by the principal. **Signatures** of both the teacher and the principal are required; **OR**
 - The change is initiated by the principal and approved by the area superintendent. Signatures of both the principal and the area superintendent are required. The teacher will be consulted prior to the initiation of a grade change by the principal if the teacher is on duty. If the grade change is initiated when the teacher is not on duty, the teacher will be notified in writing upon his/her return.
 - **The grade change is a result of the student successfully completing the school's PASS Program. Signatures by the PASS instructor or PASS Program director, and the principal are required.**

In ~~either~~ **any** case, any grade change requires two signatures on the form (*Grade and/or Course Change Documentation*, PBS0 0797) the change and the reason for the change. The procedures to correct a student record are set forth in School Board Policy 5.1816.

5. An *I* (Incomplete) in any marking period, unless changed, will remain on the report card and the final average will compute to an *F*.
 6. Grades are not required for a student who enters a class toward the end of a marking period. A grade of *M** may be recorded on the report card for a student who has not been enrolled a sufficient number of days to be evaluated.
- * These grades are for report card purposes only and do not appear on the final student transcripts.
7. Academic performance and behavior **must** be evaluated independently (see *Reporting Student Conduct*). Homework and behavior are important to a student's academic progress and a portion of a student's grade must be based on completion of homework assignments. (School Board Policy 8.16 (3) (c) (2))
 - Students enrolled in Exceptional Student Education (ESE) program(s) **must** have the opportunity to earn grades that are equivalent to the grades earned by general education students. No student may be denied the opportunity to earn above-average grades because of placement in an ESE program or due to the accommodations that are to have been deemed appropriate for use with his/her instructional setting(s). ESE students with disabilities **must** be graded on the basis of their performance.
 8. Alternate assessments, including performance assessments, may be used to document progress for the ESE student with a disability. Criteria and evaluation procedures will be identified and discussed with the student and the parent(s)/guardian(s) upon entry to the program and/or at the beginning of each grading period.

DESCRIPTION AND DEFINITION OF GRADES

The grading system and interpretation of letter grades for all middle schools **must** be consistent with the grade scale identified in Florida Statute §1003.437. Grade averages are calculated to two decimal places (with no rounding). For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 becomes a "B", while 79.49 is a "C").

Grade of **A**: Outstanding Progress (**100 – 90**)..... ~~4 Quality Points~~
 Indicates thorough mastery of the subject

Grade of **B**: Above Average Progress (**89 – 80**)..... ~~3 Quality Points~~
 Indicates above average mastery of the subject.

Grade of **C**: Average Progress (**79 – 70**)..... ~~2 Quality Points~~
 Indicates average mastery of the subject.

Grade of **D**: Lowest Acceptable Progress (**69 – 60**)..... ~~1 Quality Point~~
 Indicates below average mastery of the subject.

Grade of **F**: Failure (**Below 60**) ~~0 Quality Points~~
Indicates lack of mastery of the subject.

Grade of **I**: Incomplete*

Indicates a problem that causes the student's work to be incomplete. For example:

- student has not been enrolled in a class long enough to determine a grade
- transfer student's grades from previous school have not been received
- delayed dual enrollment grade

An **I**, unless changed, will remain on the report card and the final average will compute to an **F**.

Grade of **M**: Valid Missing Work*

Indicates the student was not scheduled in the class for the entire course. Approval of the principal is required for the grade of **M**. The final average will be the average of all other grades submitted for the course.

Grade of **W**: Withdrawn*

Indicates withdrawal from a course. A grade of **W** should only be used in special situations where it is necessary that the record of the student in the course remain on the report card with a final average of **W**. The course and grades will not be transferred to the permanent academic history for the student.

Grade of **N**: No Credit*

For high school credit courses only. See "Description and Definition of Grades" section of the *High School Student Progression Plan*.

* These grades are for report card purposes only and do not appear on the final student transcripts.

CALCULATION OF FINAL GRADES

A final grade for a yearlong middle school course is calculated by averaging the grades from each of the four nine-week marking periods. The final grade is calculated on a 4.0 system and converted to a letter grade. The grade point value is based on quality points as follows: A (4.0), B (3.0), C (2.0), D (1.0) and 0 for any other grade.

~~The semester grade is calculated on a 4.0 system and converted to a letter grade. The following grade point minimum values are used to calculate letter grades:~~

~~———— 3.6 Above = **A**
———— 2.6 - 3.59 = **B**
———— 1.6 - 2.59 = **C**
———— 0.6 - 1.59 = **D**
———— Below 0.6 = **F**~~

~~(moved to M/41)~~

When a student has attained a **minimum** final average of 1.0, the final grade is determined by rounding to the nearest whole number and converting to the A, B, C, or D

as appropriate. If the final average is 1.5, 2.5, or 3.5, the last grade will determine whether the letter grade is raised or lowered. If the final grade is higher, the letter grade will round up.

A student will receive a final grade of **F** if that student has attained a final average of **less than 1.0** or if the student has received an **F** for the fourth marking period and has received an **F** for a previous marking period.

School-wide quarterly examinations are **required** for the following middle school courses: language arts, mathematics, science and social studies (~~geography and United States history~~). All teachers of the respective courses will collaboratively develop and administer the quarterly exams at each middle school. Quarterly examinations count for 20% of the students' final quarter grades.

With the exception of students taking high school credit courses, all middle school students **must** take the quarterly examination in each of the specified courses for which they are enrolled. (See Accommodations of District/State Assessment for Special Program Students on page M/32 and Exemptions from District/State Assessment for Special Program Students on page M/33).

Semester examinations are not required in middle schools except for high school credit courses. ~~Refer to Calculation of Semester Grades in the High School Student Progression Plan.~~ Students taking high school credit courses will follow the guidelines set for those courses in the *High School Student Progression Plan*.

CALCULATION OF SEMESTER GRADES FOR HIGH SCHOOL COURSES

The semester grade is calculated on a 4.0 system and converted to a letter grade. The following grade point minimum values are used to calculate letter grades:

3.6 – Above	=	A
2.6 - 3.59	=	B
1.6 - 2.59	=	C
0.6 - 1.59	=	D
Below 0.6	=	F

(moved from M/40)

High school course grades are reported on student transcripts as semester grades. Each marking period grade counts 40% of the semester grade. Semester examinations at the high school level count 20% of the final semester grade. Semester grades for each course are calculated by the district computer. Each nine-week grade value is multiplied by 2 and added to the semester examination grade value; the total is divided by 5.

To receive a passing grade for the semester, the student **must** earn passing grades in two of the three grades used to calculate the semester average.

The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. [Florida Statute §1003.33 (2)]

Note: When a student has not been in attendance for 90% of the class time, the student **must** demonstrate mastery by earning a passing average and passing the nine-week assessment.

REPORTING STUDENT CONDUCT [Florida Statute §1003.33 (1) (b)]

At the secondary level, teachers record their best judgment of how each student's behavior affects learning in the classroom. The following are the general descriptions used in secondary schools.

- 4 Student's behavior very constructive to learning.
- 3 Student's behavior generally supportive of learning.
- 2 Student's behavior detrimental to own learning.
- 1 Student's behavior detrimental to own learning and/or the learning of others.

Student conduct indicators are separate from the academic grade earned for the grading period. These conduct indicators reflect the student's overall conduct in all class activities and cannot be cause for lowering an academic grade.

DISTRICT/STATE ASSESSMENT PROGRAM (ENTIRE SECTION MOVED FROM M/38)

All students **must** participate in all regular state and district assessments for accountability purposes. [Florida Statute §1008.22] (See Student Performance Levels for Reading, Writing, Mathematics and Science for a listing of assessments.)

ACCOMMODATIONS/EXEMPTIONS FOR DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELLs) (School District of Palm Beach County English Language Learner (ELL) District Plan, 2004-2005 to 2007-2008)

English Language Learners (ELLs) ~~are required to~~ **must** take all required state and district ~~achievement and norm-referenced tests~~ **assessments** unless they have an IEP, which indicates otherwise. (State Board of Education Rule §6A-1.09432(2)) However, all active (LY) ~~English Language Learners~~ **ELLs** are eligible to receive accommodations during testing. ~~Permissible~~ **Acceptable** accommodations may include:

- flexible setting,
- flexible scheduling,
- flexible timing,
- state-approved Heritage Language Dictionary, and
- assistance in the heritage language.

~~English Language Learners~~ **In all testing situations, ELLs must** have access to **an English to heritage language, or heritage language to English state approved dictionary.**

~~an English to heritage language translation dictionary and/or heritage language to English translation dictionary, such as those made available in instructional settings for English Language Learners.~~ If a student is classified as both ELL and ESE, ~~When a student is in both the ESOL and ESE programs,~~ all accommodations listed on their IEP ~~as well as their English Language Learner Plan~~ as well as their **ELL Plan**, **must** be offered. Parents and guardians are provided with a written notification ~~notified in writing listing the~~ ~~of all~~ accommodations offered to their child. A copy of this document is maintained in the ELL folder.

~~English Language Learners are required to take all required state and district achievement and norm-referenced tests, unless they have an IEP which indicates otherwise. However, all active (LY) English Language Learners are eligible to receive appropriate accommodations during testing. Permissible accommodations may include: flexible setting, flexible scheduling, flexible timing, and assistance with directions in the heritage language. English Language Learners must have access to an English to heritage language translation dictionary and/or heritage language to English translation dictionary, such as those made available to English Language Learners in an instructional setting. When a student is in both the ESOL and ESE programs, all appropriate accommodations listed on the IEP, as well as the English Language Learner Plan, must be offered. Parents/guardians are to be notified in writing of all accommodations that are being offered to their child.~~

Students with Disabilities

Students with an Active [Section 504 Accommodation Plan](#)

Students with **active Section 504 Accommodation 504 P** plans may be eligible to receive appropriate accommodations on both district and state assessments. The multidisciplinary team should refer to the student's past performance on standardized tests and the classroom **modification accommodation** section of the **Section 504 Accommodation 504 Plan** to determine how the **disability impairment** could substantially interfere with his/her performance. If so, the multidisciplinary team will determine the necessary and appropriate *accommodations for district and state assessments.

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

Note: Refer to the *School District of Palm Beach County Americans with Disabilities Act & Section 504 Procedural Manual the Test Coordinator's Handbook.*
(http://www.palmbeach.k12.fl.us/SupplementalEducationalServices/ADA_Section_504.htm)

ESE Students with Disabilities

Testing *accommodations during district/state testing will be implemented as appropriate and as specified in the student's IEP. The IEP **must** specify:

- area of assessment (e.g., reading, math, etc.)
- standard administration ~~partial administration~~, or administration with accommodations
- accommodations

Note: Specific information regarding *accommodations for each assessment instrument can be found in ~~the Implementation Guide for EP/IEP~~ or the *Test Coordinator's Handbook* or *The IEP Team's Guide to FCAT Accommodations*. (<http://www.fldoe.org/ese/pdf/fcatteam.pdf>)

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

Students with an Active 504 Accommodation Plan

Students with an **Active Section 504 Accommodation** Plans may **not** be exempted from **District or statewide** assessments. However, the 504 team **must** determine whether a student with an Active 504 **Accommodation 504** Plan may need **testing accommodations**. **Testing *accommodations are determined by the multidisciplinary team.** ~~to be exempted from a portion of the district assessment or all of the district assessment. In such case, the 504 team will determine the method of alternate assessment.~~

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

Refer to the *School District of Palm Beach County Americans With Disabilities Act & Section 504 Procedural Manual and the Test Coordinator's Handbook*. (http://www.palmbeach.k12.fl.us/SupplementalEducationalServices/ADA_Section_504.htm)

ESE-Eligible Students

~~ESE Students with Disabilities~~

The IEP Team determines whether a student with a disability participates in state and district assessments. The decision to **exclude exempt** any student with a disability **must** be documented on the IEP and **must** meet the following criteria:

- The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the benchmarks of the *Sunshine State Standards*, even with appropriate and allowable *accommodations; AND

- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

Students who are ~~excluded~~ **exempted** from the state and/or district assessments **may** will be assessed through ~~an~~ **The Florida Alternate Assessment procedure that has been as** identified by the IEP Team and documented on the IEP.

Students who are ~~excluded~~ **exempted** from the state-required graduation test **are not** will ~~not be~~ eligible for a standard high school diploma.

Refer to the *Test Coordinator's Handbook* and *ADA/504 Procedural Manual*. The decision to ~~exclude~~ **exempt** a student from tests must be determined by the IEP Team.

~~**Students who are exempted from district or statewide tests must be given alternate assessments. Alternate assessments must be specified on the student's IEP.**~~

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

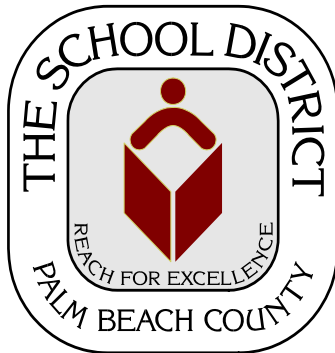
~~2007-~~
2008-2009
HIGH SCHOOL
STUDENT PROGRESSION PLANS

Entry, Promotion, and Retention

for

Grades 9 – 12

Effective ~~August 23, 2007~~ August 20, 2008



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STUDENT PROGRESSION PLAN

The purpose of the Student Progression Plan is to inform school personnel, parents, students and other interested citizens the School Board rules and administrative procedures required to implement State and local student progression requirements. It is the responsibility of the Board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. [Florida Statute §1008.25 (1)]

The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students. [Florida Statute §1008.25 (1)]

The School District of Palm Beach County incorporates the Sunshine State Standards contained herein into this School District Student Progression Plan. (State Board of Education Rule 6A-1.09401(2))

Teachers are responsible for providing effective instruction and remediation and documenting instruction in and students' mastery of the Sunshine State Standards. [Florida Statute §1008.25 (1)]

TABLE OF CONTENTS

ENTRY AND ATTENDANCE REQUIREMENTS	H/1
INITIAL ENTRY REQUIREMENTS	H/1
MAXIMUM AGE LIMIT FOR ATTENDANCE	H/2
HEALTH REQUIREMENTS	H/3
Immunization	H/3
Physical/Health Examination	H/4
PLACEMENT OF TRANSFER STUDENTS.....	H/5
General Transfer Information.....	H/5
Validation Process	H/5
Alternative Validation Procedure.....	H/6
English Language Learners (ELLs)	H/6
Students with Disabilities	H/7
Students with an Active Section 504 Accommodation Plan	H/7
Exceptional Student Education (ESE) - Eligible Students	H/7
ATTENDANCE REQUIREMENTS FOR EARNING CREDIT	H/7
Students with Disabilities	H/8
Hospital Homebound Services	H/8
MAKING UP WORK	H/8
STUDENT WITHDRAWALS	H/9
Prior to the Last Two Weeks of the Semester	H/9
During the Last Two Weeks of the Semester	H/9
Student Withdrawals for Home Education Program	H/10
PROGRAM DESCRIPTION.....	H/10
COURSE OF STUDY	H/10
FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY	
GOAL 3: STUDENT PERFORMANCE STANDARDS	H/11
SPECIAL PROGRAMS	H/11
Career Education Job-Preparatory Programs.....	H/11
Career Academies	H/12
School-to-Career	H/12
Tech-Prep Career Pathways	H/12
Junior Reserve Officer Training Corp (JROTC)	
Alternative Education/Dropout Prevention (DOP) Programs	H/13
GED Exit Option	H/13
Distance Education Program	H/14
The Florida Virtual School (FLVS)	H/14
School-to-School Programs.....	H/14

Programs for English Language Learners (ELLs).....	H/14
Gifted Education	H/14
Students with Disabilities	H/15
Students with an Active Section 504 Accommodation Plan	H/15
ESE-Eligible Students with Disabilities	H/15
Hospital Homebound Services	H/16
Home Education Program	H/16
Acceleration Mechanisms.....	H/16
Post Secondary/Correspondence Course Programs.....	H/17
Dual Enrollment Program	H/17
Early Admission to College.....	H/20
Parent/Student Notification of Opportunities for Acceleration	H/21
GRADE CLASSIFICATION.....	H/21
Classification from 9 th Grade to 10 th Grade	H/21
Classification from 10 th Grade to 11 th Grade	H/21
Classification from 11 th Grade to 12 th Grade for Students Enrolled in Graduation Option A	H/21
Classification from 10 th Grade to 12 th Grade for Students Enrolled in Graduation Options B, C, E or F	H/22
REMEDIATION	
REMEDIAL INSTRUCTION	H/22
IDENTIFICATION OF STUDENTS NEEDING REMEDIATION	H/23
Identification of Students Needing Remediation — Grade 9	H/24
Identification of Students Needing Remediation — Grade 10	H/25
Science Performance Standards.....	H/26
Progress Monitoring PLAN (PMP) PROCESS	H/26
ESE Students with Disabilities.....	H/27
SUMMER SCHOOL	H/27
Program Description.....	H/27
English Language Learners (ELLs)	H/28
Students Enrolled in General Education Courses.....	H/28
Students Enrolled in Home Education	H/28
Attendance	H/28
EXTENDED SCHOOL YEAR.....	H/29
Students with Disabilities Enrolled in ESE.....	H/29
ADULT CREDIT PROGRAM.....	H/29
GRADUATION REQUIREMENTS.....	H/29
GRADUATION REQUIREMENTS FOR A STANDARD DIPLOMA.....	H/30
Assessment Requirements.....	H/30
FCAT Waiver for ESE Students with Disabilities	H/30

Grade-Point Average Requirements.....	H/30
Course Credit Requirements	H/30
Option A	H/31
General Graduation Requirements	H/31
Graduation Requirements for Transfer Students	H/32
Graduation Requirement of Community Service.....	H/33
Early Graduation for 24-Credit-Options Students	H/33
Advanced International Certificate of Education (AICE)	
Diploma Program	H/34
International Baccalaureate (IB) Program.....	H/34
Accelerated High School Graduation Options.....	H/34
Parental Notification.....	H/35
Option B	H/35
Standard College Preparatory Program.....	H/35
Option C	H/36
Career Preparatory Program	H/36
Option D	H/36
Designated for Students Learning a Special Diploma.....	H/36
Option E	H/36
Standard College Preparatory Program.....	H/36
Option F.....	H/37
Career Preparatory Program	H/37
Option G	H/38
College Preparatory Program	H/38
Placement into Graduation Option A	H/38
COURSE MODIFICATIONS	H/38
English Language Learners (ELLs)	H/38
Students with Disabilities	H/38
Students with an Active Section 504 Accommodation Plan	H/38
ESE Students with Disabilities	H/39
GRADUATION REQUIREMENTS FOR A SPECIAL DIPLOMA	H/39
Special Diploma Option 1	H/40
Special Diploma Option 2	H/41
GRADE POINT AVERAGE (GPA) REQUIREMENTS.....	H/42
Athletic Eligibility.....	H/42
Extracurricular Activities for Home Education Students	H/42
DIPLOMAS.....	H/43
CERTIFICATES OF COMPLETION.....	H/43
RECOGNITION OF VALEDICTORIAN/SALUTATORIAN.....	H/44
Valedictorian/Salutatorian Calculation	H/44

BRIGHT FUTURES.....	H/44
Florida Department of Education Bright Futures Scholarship Program	H/44
Florida Academic Scholars Award.....	H/45
Florida Medallion Scholars Award	H/45
Florida Gold Seal Vocational Scholars Award	H/46
REPORTING STUDENT PROGRESS	H/47
PARENT(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS.....	H/47
FREQUENCY OF GRADE REPORTS.....	H/47
MID-TERM PROGRESS REPORTS.....	H/48
RULES FOR GRADING ALL STUDENTS	H/48
DESCRIPTION AND DEFINITION OF GRADES.....	H/49
REPORTING STUDENT CONDUCT	H/51
HONOR POINTS.....	H/51
CALCULATION OF SEMESTER GRADES	H/52
Exemptions from Semester Examinations	H/52
FORGIVENESS RULE.....	H/53
Forgiveness for Algebra 1A and Algebra 1B	H/53
Special Diploma Students	H/54
DISTRICT/STATE ASSESSMENT PROGRAM	H/54
Grade 9	H/54
Grade 10	H/54
Grade 11	H/55
ACCOMMODATIONS OF DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS.....	H/55
English Language Learners (ELLs)	H/55
Students with Disabilities	H/55
Students with an Active Section 504 Accommodation Plan	H/55
ESE Students with Disabilities	H/56
EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS.....	H/56
Students with Disabilities	H/56
Students with an Active Section 504 Accommodation Plan	H/56
ESE Students with Disabilities	H/57

The Student Progression Plan's enclosed content is valid as of School Board approval ~~August 23, 2007~~ August 20, 2008. Revisions, if necessary, due to legislative action will be available at each district school.

ENTRY AND ATTENDANCE REQUIREMENTS

INITIAL ENTRY REQUIREMENTS

It is the responsibility of parents/guardians of students entering Palm Beach County public schools for the first time to present the following at the time of registration:

1. a valid birth certificate or other documentation of birth [Florida Statute §1003.21];

Florida Statute §1003.21(4)

Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The School District school Superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;*
- (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*
- (c) An insurance policy on the child's life that has been in force for at least 2 years;*
- (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;*
- (e) A passport* or certificate of arrival in the United States showing the age of the child;*
- (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*
- (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, by a licensed practicing physician designated by the School District School Board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.*

* Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

2. certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22] (School Board

Policy 5.06 (A) (2)) (Recommended form: DH 3040, that is incorporated here by reference as part of this plan – See *Health Requirements*.)

3. proof of residence- For a student assigned to a school under School Board Policy 5.01 (1) (b), parent(s)/guardian(s) **must** provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation, **as required by School Board Policy 5.011(1)**), such as lease, mortgage or utility bill.
4. a certificate of immunization [Florida Statute §1003.22]. Students will not be admitted into class without proof of immunization.

Students who are without a fixed, regular and adequate residence are homeless. According to the McKinney-Vento Act, (Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C)) homeless students are to be immediately enrolled in the school the local education agency (“LEA”) determines to meet the “best interest” of the child. Homeless children must be admitted to the school where they or their families live. [Florida Statute §1003.21(1)(f)] Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment.

A School District of Palm Beach County *New and Returning Student Registration* form (PBSD 0626 found at: <http://www.palmbeach.k12.fl.us/Records/>) must be completed at the beginning of each school year by the student's parent(s)/guardian(s). School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families. It is the responsibility of the parent(s)/guardian(s) to notify the school, in writing, promptly of any change of a student's address.

MAXIMUM AGE LIMIT FOR ATTENDANCE (School Board Policy 5.07)

A person who is involved in a continuous program of study may be enrolled in a regular high school program through the end of the semester in which he/she reaches twenty-one (21) years of age. A person is deemed in a continuous program of study even though such program was interrupted by military service or illness.

A person who has not been enrolled in a continuous program of study and who has attained the age of twenty (20) years of age on or before the opening of the school year shall not be enrolled in any regular high program.

A nineteen (19) year-old person who has had a break in enrollment (see exception above), who will reach **twenty (20)** years of age during the school year, may enroll in a regular high school program and remain enrolled until the end of that school year.

A student with a disability shall be considered to be “in a continuous study program” when that student’s ~~Individual Education Plan~~ **Individualized Education Program** (IEP) requires continued services by the School District. If **an ESE-eligible student** graduates with a special diploma, a certificate of completion, or a special certificate of completion,

and has not reached [age twenty-two \(22\)](#), the student may, at his/her option, continue to receive a [Free Appropriate Public Education \(FAPE\)](#) through the school year of the student's [twenty-second \(22nd\)](#) birthday, or until he/she earns a standard diploma, whichever comes first. Graduation with a standard diploma, regardless of age, constitutes cessation of FAPE requiring written prior notice. Students with disabilities continue to be eligible for FAPE through [the end of the school year in which the student turns age twenty-two \(22\)](#) ~~age 21~~ if they have not earned a standard diploma, even if they have earned a [General Education Development](#) credential (GED). (Policy Update 2007: Title 34, Code of Federal Regulations (CFR) Section, 300.102 (a)(3)(iv)).

[Students with a Section 504 Accommodation Plan must be "of school age" to continue receiving elementary and secondary educational services under Section 504. 34 Code of Federal Regulations Section 104.3\(k\)\(2\).](#)

A student who attains age [sixteen \(16\)](#) during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age if the student files a formal declaration of intent to terminate school enrollment with the School District School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the exiting student and the student's parent/guardian. The School District must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. [Florida Statute §1003.21 (1)(c)] The student's guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and the actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled. [Florida Statute §1003.21]

A child who attains age eighteen (18) during the school year is not subject to compulsory school attendance [beyond the date on which he/she attains that age](#), provided that the student [files the required declaration of intent](#).

Any further exception to School Board Policy 5.07 shall be made by the Superintendent on the recommendation of the principal of the high school involved, or the Executive Director of Exceptional Student Education in the case of an exceptional child.

HEALTH REQUIREMENTS

Immunization

All new students seeking entrance into a public school in Palm Beach County are required by *Florida Statute §1003.22* and School Board Policy 5.06 to present, at the time of entry, valid documentation that they have received the required immunizations against the communicable diseases identified by the Palm Beach County Health Department or provide a *Certificate of Medical Exemption* (temporary or permanent), or a *Certificate of Religious Exemption* based on medical reasons or religious tenets.

The *Certificate of Religious Exemption*, HD Form 681, that is incorporated here by reference as part of this plan, is available only through the Palm Beach County Health Department. It is not available from private physicians.

The required immunizations and dosages for high school students are as follows:

DPT (Diphtheria, Whooping Cough, Tetanus)

Students Entering Grades 9, 10 or 11 – required to have a TD (Tetanus/Diphtheria) booster.

Grades 10, 11 and 12 – five (5) doses of DTP/DT

The 5th dose is NOT required IF the 4th dose was administered on or after the child's fourth birthday.

Polio (Trivalent Oral Polio Vaccine or TOPV)

Four (4) doses

The 4th dose is NOT required IF the 3rd dose is administered on or after the child's fourth birthday.

MMR (Measles, Mumps, Rubella)

Grade 9, 10 or 11 – Fully immunized means two doses of measles vaccine*, one dose of mumps vaccine and one dose of rubella vaccine. *(The MMR is recommended to meet this requirement.)

Grades 11 and 12 – One dose MMR

Hepatitis B (three-shot series)

Only students entering grades 9, 10 or 11 are required to begin the Hepatitis B Vaccine series.

The *Florida Certification of Immunization* that includes temporary and permanent medical exemption sections is available from either private physicians or the Palm Beach County Health Department:

- Documentation of Immunization DH Form 680 (November 1996), Part A-1
- Documentation of Temporary Medical Exemption DH Form 680, Part B
- Documentation of Permanent Medical Exemption DH Form 680, Part C
(Incorporated here by reference as part of this plan)

Physical/Health Examination

All new students seeking entrance into a public school in Palm Beach County are required by *Florida Statute §1003.22* and School Board policy to present, at the time of entry, valid documentation that they have received a health examination performed within **one (1)** year prior to enrollment.

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS - ~~2007~~2008-2009

STUDENTS	PHYSICAL EXAMINATION
Palm Beach County	Required for PreK, Kindergarten and Grade 7
Transfers within Palm Beach County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten and Grade 7 Review and file DH Form 3040 and DH Form 680 in the cumulative folder for all other grades.
Transfers from another state or country	Required for all grades Physicals presented on forms from another state or country are acceptable if they include all components covered on DH Form 3040.** Must have been performed within one year of enrollment unless exempt based on a written request for religious reasons.

** DH Form 3040 - *State of Florida Health Examination Form*

PLACEMENT OF TRANSFER STUDENTS (School Board Policy 8.20; State Board of Education Rule § 6A-1.09941)

General Transfer Information

Coursework or grades of a student who transfers to a [public school in Palm Beach County](#) with an official transcript from an educational institution or program shall be accepted at face value subject to validation if required by Policy 8.12 (or successor policy) of the Southern Association of Colleges and Schools (SACS).

The principal shall validate transfer credit(s) or grades, which shall be based on performance during the first grading period the student is enrolled if:

1. validation of the official transcript is deemed necessary under the SACS policy;
2. the student does not possess an official transcript; or
3. the student is a home education student without an official transcript from an educational institution or program.

Validation Process

Validation of credits shall be based on performance in courses at the receiving school. A student transferring into a school shall be placed in the appropriate sequential course(s) and must have a minimum grade point average of 2.0 per course being validated at the end of the first grading period the student is enrolled. Students who do

not meet this requirement shall have credits validated using the *Alternative Validation Procedure*, as outlined below.

The grade of **P (Pass)** is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Palm Beach County cannot be obtained. It is also used when **P** is specified on an official transcript. A grade of **P** is a transcript grade only, *not* a report card grade. It gives credit for coursework, but does not affect the grade point average (GPA).

Alternative Validation Procedure

If validation based on performance as described above is not satisfactory, or when it is not applicable because there is no sequential course, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent/guardian:

1. Portfolio evaluation by the Superintendent or designee;
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
3. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
4. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
5. Demonstrated proficiencies on the FCAT; or
6. Written review of the criteria utilized for a given subject provided by the former school.

The student's custodial parent(s)/guardian(s) may appeal the placement decision to the Superintendent or designee within fourteen (14) calendar days of the principal's decision. (PBSD [Policy Policies](#) 8.022, 8.20)

English Language Learners (ELLs) English Language Learners (ELLs) (State Board of Education Rules [§6A-6.0900-6.09091](#); School District of Palm Beach County English Language Learner (ELLs) District Plan, 2004-2005 to 2007-2008)

The ESOL coordinator/contact person and the school counselor/administrator review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement. [See State Board Education Rule 6A-6-6.0902 \(3\) \(b\)](#). Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. This information is documented on the English Language Learners Programmatic Assessment and Academic Placement Review Form (PBSD #1764) and filed in the English Language Learners folder. Community language facilitators assist the students and their families when necessary to ensure proper program/course placement.

An [ELL](#) Committee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. An administrator must be part of the

English Language Learners committee making the placement decision.

ELLs are scheduled into classes that fulfill graduation requirements and the School District's pupil progression plan. ELLs are also placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done.

School Board policy provides flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

Students with Disabilities

Students with an Active Section 504 Accommodation Plan

A Multi-Disciplinary Team (MDT) (a Child Study Team or Section 504 Team) must meet as necessary to determine if an otherwise qualified student's mental or physical impairment substantially limits one or more of the student's major life activities. Major life activities include learning, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility.

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida School District. Upon notification that a transferring student has an active Section 504 Accommodation Plan, the receiving school **must** review the existing active Section 504 Accommodation Plan and **must** revise as needed.

ESE-Eligible Students (State Board of Education Rule § 6A-6.0334)

~~A transferring exceptional education student with a disability is one who was previously enrolled as an exceptional student in any other school or agency and who is enrolling in a Florida School District or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.~~

~~An ESE student with a disability who is transferring from one Florida public School District to the School District of Palm Beach County who has a current Individual Educational Plan (IEP) or Education Plan (EP) for gifted students will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/EP as necessary.~~

~~An ESE student with a disability who is transferring from an out-of-state public school who has a current IEP/EP and evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be placed immediately in the appropriate educational program(s) without temporary assignment. An ESE student who is transferring from out-of-state and does not meet the School District's criteria for dismissal from an ESE program will be placed immediately in the appropriate~~

~~educational program(s), without temporary assignment. In both cases, the receiving school must review the current IEP/EP and may revise the document as necessary.~~

A transferring ESE-eligible student is a student who was previously enrolled as an ESE-eligible student in any other school or agency and who is enrolling in a Florida School District, or in an educational program operated by the ESE Department through grants or contractual agreements.

For each ESE-eligible student who transfers to a new Florida School District and enrolls in a new school, who had an Individualized Education Program (IEP) or Educational Plan (EP) that was in effect in a previous Florida School District, the new Florida School District, in consultation with the parents, must provide a FAPE to the student, as follows:

An ESE-eligible student with a disability who is transferring from one Florida public School District to the School District of Palm Beach County who has a current IEP, or Education Plan (EP) for gifted students, will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/EP as necessary.

An ESE-eligible student who is transferring from an out-of-state public school who has a current IEP/EP and evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be placed immediately in the appropriate educational program(s) without temporary assignment.

An ESE-eligible student who is transferring from out-of-state and does not meet the School District's criteria for dismissal from an ESE program will be placed immediately in the appropriate educational program(s), without temporary assignment. In both cases, the receiving school **must** review the current IEP/EP and revise the document as necessary.

ATTENDANCE REQUIREMENTS FOR EARNING CREDIT [Florida Statute §1003.21; School Board Policy 5.0901]

Each parent and legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. [Florida Statute §1003.24]; (School Board Policy 5.09 (a)) All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility.

To be awarded **one-half (½)** credit in a high school course, a student must be present for at least **sixty-seven and one-half (67½) hours** or **one-hundred thirty-five (135) hours** for a full credit. [Florida Statute §1003.436 (2), as modified by Charter School District Waiver #6] A student who has received fewer than sixty-seven and one-half (67 1/2) hours of instruction **must** demonstrate proficiency of the content taught in the course. Proficiency is demonstrated by:

1. Passing at least one of the two (2) nine (9)-week marking periods

AND

2. Passing the course semester exam.

MAKING UP WORK

High school students are expected to attend school regularly and be on time for classes. (School Board Policy 5.09(A)) Each school's student handbook outlines the attendance procedures for that school. All school procedures must conform to the following district procedures:

1. Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. It is the responsibility of the student to request make-up work missed because of absences. Students are given one day for each day of absence to complete makeup work unless unusual circumstances indicate an extension. The principal or designee **must** approve any extension.
2. Parent(s)/guardian(s) are to be notified by telephone or by mail when lack of attendance endangers the student's grades.
3. An "excused" absence is:
 - a. Student illness - If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance.
 - b. Medical appointment
 - c. Death in the family
 - d. Observance of a religious holiday or service that is recognized as such by all members of the faith (School Board Policy 5.095)
 - e. Subpoena by a law enforcement agency or mandatory court appearance
 - f. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal or the principal's designee. (School Board Policy 5.09 (c) (1))
4. An unexcused absence is any absence that does not fall into one of the above excused absence categories. (School Board Policy 5.09 (c) (2))

Students receiving out-of-school suspension (OSS) **must** be assigned schoolwork to keep up with content and skills covered during the duration of the suspension. Students on OSS will be permitted to make up nine (9)-week and semester examinations, if applicable. Projects, term papers, etc., which represent work for a period of time greater than the OSS period will be submitted for the purpose of determining a student's grade.

Should questions arise regarding this OSS rule, principals will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the area Superintendent if a conflict arises.

All make-up work should be completed within two weeks of the end of the semester, unless the student's principal makes an exception. (moved from H/11)

Students with an Active Section 504 Accommodation Plan

~~In the case of a student with excessive absences, a multidisciplinary team (Child Study/504 Team) should be convened to determine if the absences are caused by the disability of record on the active *Section 504 Accommodation Plan*. If the multidisciplinary team determines that the absences are caused by the disability, the student's placement **must** be re-evaluated as to the appropriateness of the current placement and the Accommodation 504 Plan **must** address any additional strategies and/or interventions needed.~~

~~If the multidisciplinary team determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student. Documentation of the multidisciplinary team should be provided on the form entitled *ADA/504 Record*. (PBSD 1468) found at <http://www.palmbeach.k12.fl.us/Records/>)~~

ESE Students with Disabilities

~~In the case of an ESE student with a disability with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one indicator of a student's access to instruction. (State Board of Education Rule §6.0331 (2) (d) (1)(c)) If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must** determine a reasonable course of action that may include the possible waiver of the attendance guidelines in determining grades as well as a change of placement.~~

~~If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student is treated in the same manner as that for a general education student. (moved to H/10)~~

MAKING UP WORK

~~Students will be afforded an opportunity to make up missed work for excused absences. An excused absence is:~~

- ~~a. Student illness – If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance.~~
- ~~b. Medical appointment~~
- ~~c. Death in the family~~

- ~~d. Observance of a religious holiday or service that is recognized as such by all members of the faith (School Board Policy 5.095)~~
- ~~e. Subpoena by a law enforcement agency or mandatory court appearance~~
- ~~f. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal or the principal's designee.~~

~~An unexcused absence is any absence that does not fall into one of the above excused absence categories. (School Board Policy 5.09 (c))~~

~~Students receiving out of school suspension **must** be assigned schoolwork to keep up with content and skills covered during the duration of the suspension. Students on suspension will be permitted to make up nine week and semester examinations. Projects, term papers, etc., which represent work for a period of time greater than the suspension period will be submitted for the purpose of determining a student's grade.~~

~~Should questions arise regarding this rule, principals will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the area Superintendent if a conflict arises.~~

~~All make-up work should be completed within two weeks of the end of the semester unless the principal makes an exception. (moved to H/9)~~

Student Absences For Religious Reasons

Students will be afforded an opportunity to make up missed work without adverse school effects when absent because of a religious holiday. (School Board Policy 5.095) Within five school days prior to an expected absence for religious reasons, parent(s)/guardian(s) **must** notify the principal in writing and request that the student be excused from attendance. A written excuse will not be required upon return to school and no adverse or prejudicial effects will result for any student availing her/himself of this provision. Students will be permitted to make up missed work according to school-center procedures.

Should questions arise regarding this rule, the principal will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the area Superintendent should a conflict arise.

Hospital Homebound Services

If a student is confined to home or hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program is available in the *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students*. (State Board of Education Rule § 6A-6.03411)

Students with an Active Section 504 Accommodation Plan

In the case of a student with excessive absences, a Multi-Disciplinary Team (MDT) (Child Study Team or Section 504 Team) should be convened to determine if the absences are caused by the disability of record in the active *Section 504 Accommodation Plan*. If the MDT determines that the absences are caused by the disability, the student's *Section 504 Accommodation Plan placement* **must** be re-evaluated as to the appropriateness of the current accommodations. *placement* The *Section 504 Accommodation Plan* **must** address any additional accommodations needed, which may include the possible waiver of the attendance guidelines in determining grades. ~~any additional strategies and/or interventions needed~~

If the MDT determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student. Documentation of the MDT should be provided on the form entitled *ADA/504 Record*. (PBSD 1468) found at <http://www.palmbeach.k12.fl.us/Records/>

ESE-Eligible Students

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one indicator of a student's access to instruction. (State Board of Education Rule § 6.0331 (2) (d)(1)(c). Attendance data shall be reviewed and used as one indicator of a student's access to instruction. If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must** determine a reasonable course of action that may include the possible waiver of the attendance guidelines in determining grades as well as a change of placement.

If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student is treated in the same manner as that of a general education student.

STUDENT WITHDRAWALS

Prior to the Last Two Weeks of the Semester

Students who leave school **prior** to the last two weeks of any semester will not be granted credit unless they enroll in another school and complete the course requirements including examinations if applicable. Principals are authorized to make arrangements for the administration of any tests, if appropriate. (School Board Policy 8.04 (2))

During the Last Two Weeks of the Semester

A student who leaves before the close of the school term shall receive grades on the report card covering the periods in attendance. A student will not meet promotion requirements unless he or she enrolls in another school to complete the academic year. Students who leave school **during** the last two weeks of any semester **must** show evidence that the withdrawal is mandatory, and the student **must** successfully complete

any necessary examinations, as appropriate, in order to receive course credit. Principals are authorized to make arrangements for the administration of examinations. (School Board Policy 8.04 (3))

Principals may **waive** **determine that** the requirements for early withdrawal **are not required** when unusual/extenuating circumstances preclude full compliance by the student. Approval is mandatory prior to the student's leaving school.

Student Withdrawals for Home Education Program

To withdraw a student for enrollment in a home education program, custodial parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, in writing, of the intent to provide home education for the student. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program. [Florida Statute §1002.41] (School Board Policy 8.14 (3))

Home Education correspondence should be mailed to:

School District of Palm Beach County
Fulton-Holland Educational Services Center
Home Education Office
3308 Forest Hill Boulevard, Suite C-124
West Palm Beach, FL 33406-5813

PROGRAM DESCRIPTION

COURSE OF STUDY

The School District of Palm Beach County Curriculum Guidelines incorporate the strands, performance standards and benchmarks that delineate student performance standards as defined by the Florida Department of Education *Sunshine State Standards*. ([Florida Statute §1003.41]; (State Board of Education Rule §6A-1.09401) The curriculum guidelines include benchmarks for:

Career Education

Foreign Language
Health Education
Language Arts
Mathematics
Music
Physical Education
Science
Social Studies
Visual Arts

In addition, course descriptions/frameworks are provided for each high school course. These course descriptions meet the requirements of State Board of Education Rule

6A-1.09412. District-adopted textbooks and/or instructional materials are provided for all high schools. High school credit is not awarded for any course not supported by a curriculum description/framework provided by the School District.

The high schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of all. [Florida Statute §1003.42 (1)] High school courses may be year-long or semester courses. With the exception of certain dual enrollment courses, one-half (½) credit is awarded for passing a semester in each course. No credit is awarded solely on the basis of participation in extracurricular activities.

Students may earn credits beyond the regular school program with prior written permission of the principal/designee.

FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY GOAL 3: STUDENT PERFORMANCE

The School District of Palm Beach County Curriculum Guidelines incorporate the Goal 3 Standards of *Florida's System of School Improvement and Accountability*. Goal 3 emphasizes instruction that focuses on the first ten of the eleven Goal 3 Standards in order to help students apply specific content knowledge in real-world situations and become successful as:

1. information managers
2. effective communicators
3. numeric problem solvers
4. creative and critical thinkers
5. responsible and ethical workers
6. resource managers
7. systems managers
8. cooperative workers
9. effective leaders
10. multiculturally sensitive citizens

The eleventh Goal 3 standard states that throughout a student's education, families will share the responsibility of accomplishing the standards set in Goal 3.

SPECIAL PROGRAMS

All students in the School District of Palm Beach County are eligible for consideration for and participation in all special programs.

Career Education ~~Job-Preparatory~~ Programs

High schools in the School District of Palm Beach County offer a variety of programs that prepare students for employment in specific occupations, **many of which are high skill, high wage occupations**. Recent legislation has substantially changed many of these programs and has mandated placement and productivity standards as conditions for continued funding. It is essential that parents, students, teachers, school counselors

and administrators be aware that individual job-preparatory courses do not stand alone but are part of a planned ~~program of study~~ ~~sequence of courses~~ leading to occupational proficiency and program completion. The Palm Beach County ~~Career Pathways (Tech Prep)~~ Consortium has developed many programs of study that provide ~~the~~ planned sequence of courses linked to postsecondary educational goals. Not all job-preparatory programs are offered at all high schools.

A variety of ~~F~~family and ~~C~~consumer ~~S~~sciences ~~education~~—Education, ~~H~~health ~~S~~sciences ~~education~~—Education, ~~B~~business ~~T~~technology ~~education~~ Education, ~~A~~gricultural ~~S~~science Agriscience ~~E~~ducation, ~~and~~ Industrial Education, ~~and~~ ~~M~~arketing ~~E~~ducation, Diversified Education, Information Technology Education, Public Service Education, and Technology Education ~~job-preparatory~~ programs are available ~~both~~ in the form of regular Career and Technical Education programs ~~high schools and in the~~ as well as Career Academies ~~within high schools~~ ~~within the District~~. A student who completes selected ~~Career and Technical Education (vocational)~~ job-preparatory ~~programs~~ courses may elect to substitute the ~~program~~ course for one required credit in science as specified in the *Course Code Directory* published annually by the Florida Department of Education.

Career Academies [Florida Statute §§1003.491 & 1003.493]

Students may enroll in a Career Academy, which will provide them with intensive career-preparation. A career and professional academy is a research-based program that integrates a rigorous academic curriculum with an industry-~~specific~~ ~~driven career~~ curriculum. Students completing career and professional academies ~~must~~ receive a standard high school diploma, contingent on all other graduation requirements being met, the highest available industry certification, and ~~opportunities to earn~~ postsecondary ~~articulated~~ credit if ~~the an~~ articulation agreement has been established between the ~~District and academy partners with~~ a postsecondary institution. ~~for the Career Academy~~. In addition, students have the opportunity to earn one or more of the following:

- Career Education ~~Certificate of~~ Program Completion ~~Certificate~~
- Articulated credits through ~~Career Pathways (Tech Prep)~~
- State Licensure (If applicable)
- ~~Florida Bright Futures~~ Vocational Gold Seal Scholarship

Career Education ~~Certificate of~~ Program Completion Certificate

This is awarded ~~(in addition to a diploma)~~ to students successfully completing a vocational job-preparatory program as outlined in the State of Florida Department of Education ~~and the School District of Palm Beach County Educational~~ guidelines. ~~[Florida Statute §1003.431 & 1003.491]~~ (Move from H/52)

School-to-Career

~~School-to-Career is a comprehensive system that includes school-based learning, work-based learning and connecting activities that appropriately involve business and industry as well as educators, students and parent(s)/guardian(s). These activities~~

~~match student interests and abilities to job opportunities and provide workplace experiences that lead to a smooth transition from school to career. Some age-appropriate activities include tours of business sites, career presentations, job shadowing, mentoring and internship.~~

- ~~➤ School-based learning integrates academics and career exploration in a program of study that motivates students to perform at grade level or above.~~
- ~~➤ Work-based learning involves employers, students and teachers in a planned program to offer career-related experiences in business, corporate or professional work settings.~~
- ~~➤ Connecting activities ensure that the school-based and work-based learning components complement one another.~~
- ~~➤ Prior to high school graduation, the school shall provide FCAT score reports to the student, which may serve as an assessment of necessary skills for the workforce. [Florida Statute §1006.02 (4)]~~

Career Pathways (Tech Prep)

The goals and objectives of the Career Pathways (Tech Prep) initiative are to prepare students for post-secondary education and the workplace.

Beginning in ninth grade, a high school student can begin a career pathway that includes a proficiency in mathematics, communications, science and a career sequence of courses in a career cluster (~~i.e., such as~~ business, marketing, drafting, computer technologies, culinary, public service, child care early childhood education and health science occupations). This will provide preparation for careers that will have continued growth in the 21st century. In addition, articulation agreements with postsecondary institutions [Florida Statute §1007.21 et seq.] provide students with the opportunity to receive college credit for ~~many of their~~ certain secondary Career and Technical Education courses. Scholarships are available to eligible students who successfully complete a Tech Prep pathway Career Ppathway.

Junior Reserve Officers' Training Corp (JROTC)

The School District shall allow a student attending a public high school in the School District to enroll in the Junior Reserve Officers' Training Corps at another public high school in the School District unless:

- The student's school offers the Junior Reserve Officers' Training Corps for any branch of the United States Armed Forces or United States Department of Homeland Security;
- The student does not meet the Junior Reserve Officers' Training Corps' minimum enrollment qualifications; or
- Scheduling of the students' courses of study do not allow the student to attend the Junior Reserve Officers' Training Corps at another public high school in the School District.

- The School District is not required to provide transportation for a student to attend the Junior Reserve Officers' Training Corps at another public high school in the School District. [Florida Statute §1003.451 (2)(a)(b)]

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0902, 6A-6.0902 (4), 6A-6.0903 (2))

Students whose English language proficiency in the listening, speaking, reading and writing skill areas is limited will be identified as English Language Learners. All English Language Learners **must** be given **equal access** to the general curriculum as defined by the School District of Palm Beach County Curriculum Guidelines. The general education standards and benchmarks should be the basis of their curriculum. They are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student's English Language Learner Plan documents the instructional strategies required to ensure the student an equal opportunity to master the general education curriculum. See School District of Palm Beach County's English Language Learners District Plan for a full explanation of services and models.
(moved from H/18)

Alternative Education/Dropout Prevention (DOP) Programs (State Board of Education Rules §6A-6.052-6A-6.05292; Florida Statute §1003.53)

The School District provides special assistance and programs to those students identified as at risk of dropping out of school. All students who exhibit the characteristics of potential dropouts are eligible for these programs. Students who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors may be considered eligible. Students identified as English Language Learners (ELLs) and/or **eligible for** Exceptional Student Education (ESE) who meet the eligibility criteria for dropout prevention may be considered for placement. See [School Board Policy 8.13](#) and [current Alternative Education Manual](#). Various programs and support activities are available in most schools throughout the School District.

A student identified as at risk may be eligible for accelerated credit opportunities if the student is enrolled in:

1. an alternative education (dropout prevention) performance-based (competency-based) program that allows for shortened instructional time and awards credits for the mastery of **seventy percent (70%)** of the course performance standards; or
2. an approved alternative education (dropout prevention) course modification program designed for a time variation (shortened or lengthened time for in-class instruction), alternative methods of assessments of student performance, or integration of course performance standards into interdisciplinary units of study.

When courses are modified to incorporate a range of performance standards, students may be awarded duplicate credits for mastery of duplicate performance standards.

Teacher observation, classroom assignments, examinations and alternative assessment methods are considered appropriate for assessing student mastery of the course performance standards.

Gifted Education (State Board of Education Rule § 6A-6.030191)

Students enrolled in the gifted program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. A continuum of services for gifted students is offered in schools strategically located throughout the School District.

Students identified as gifted under State Board of Education Rule § 6A-6.03019 have an Educational Plan (EP) that outlines goals, strengths and weaknesses, and that provides direction for the instructional program. The differentiated instructional program includes advanced-level content, acceleration and enrichment that addresses the student's special abilities and interests. For more information regarding these programs refer to *School Board Policy 5.725- Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students*, relating to gifted students.

(moved from H/19)

GED Exit Option

~~The GED Exit Option requirement may be utilized for eligible students in designated approved programs. The requirements and the schools/sites authorized to implement the program are indicated in The School District of Palm Beach County School to Work GED Exit Option Model Information and Guidelines Manual. Eligible students **must** be enrolled in an approved program. The student's class with whom he/she entered kindergarten **must** be scheduled to graduate during the current year or have already graduated. Qualifying students whose credit or GPA deficiencies classify them in the 9th grade, upon enrollment, will be assigned to the 10th grade in order to be eligible to take the state assessment test. The students **must** meet all requirements stated in the above-referenced manual as well as pass the required state assessment test and the GED tests in order to receive the standard high school diploma or the State of Florida Diploma.~~

Distance Education Program

~~The Florida Virtual School (FLVS) [Florida Statute §1002.37 and State Board Education Rule 6A-6.0980]~~

~~The Florida Virtual School (FLVS) is an Internet based high school serving the students of the State of Florida. The for credit coursework of the school is based upon the *Sunshine State Standards*. FLVS, in partnership with affiliated School Districts, makes instruction available at any time and in any place to Florida students.~~

~~A student who is a full-time student in the School District **must** have permission from his/her school counselor and principal to enroll in FLVS. Access shall be available to~~

~~students during the school year and through the summer. For more information, see the *School District of Palm Beach County Florida Virtual School Guidelines* at www.ClickToClass.net. For each registration period, registered home education students **must** provide verification of active status along with other FLVS enrollment requirements outlined in the *School District of Palm Beach County FLVS Guidelines*. (A copy is available in the Department of Supplemental Educational Services)~~

School-to-School Programs

~~Distance Learning is available from school to school for selected courses identified by the principals of the participating schools.~~

~~(All moved to H/21-22)~~

~~English Language Learners (ELLs) (State Board of Education Rules §6A-6.0900 et seq; School District of Palm Beach County English Language Learners (ELLs) Plan, 2004-2005 to 2007-2008)~~

~~Students whose English language proficiency in the listening, speaking, reading and writing skill areas is limited will be identified as English Language Learners. All English Language Learners must be given **equal access** to the general education curriculum as defined by the School District of Palm Beach County Curriculum Guidelines. The general education standards and benchmarks should be the basis of their curriculum. They are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student's English Language Learners Plan documents the instructional strategies required to ensure the student an equal opportunity to master the general education curriculum.~~

~~Note: See the *School District of Palm Beach County English Language Learners District Plan* for full explanation of services and models. (moved to~~

~~Gifted Education (State Board of Education Rule 6A-6.030191)~~

~~Students enrolled in the gifted program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. A continuum of services for gifted students is offered in schools strategically located throughout the School District.~~

~~Students identified as gifted under State Board of Education Rule 6A-6.03019 have an Educational Plan (EP) that outlines goals, strengths and weaknesses, and that provides direction for the instructional program. The differentiated instructional program includes advanced-level content, acceleration and enrichment that addresses the student's special abilities and interests. For more information regarding these programs refer to *School Board Policy 5.725 Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students*, relating to gifted students. (Moved to H/17)~~

Students with Disabilities

Students with an Active Section 504 Accommodation Plan

Any alteration to the delivery of instruction or student assignments for a student with an active Section 504 [Accommodation](#) Plan is the decision of the Section 504 Team, if it is addressed in the Section 504 [Accommodation](#) Plan. Parent(s)/guardian(s) of a student with an active Section 504 [Accommodation](#) Plan **must** be notified of any proposed changes to the Section 504 [Accommodation](#) Plan, and **must** be given the opportunity to provide input on decisions made by the 504 Team. Thus, the individual student's Section 504 [Accommodation](#) Plan documents the [accommodations and/or modifications](#) that are required to ensure that the student has an equal opportunity to access the general education curriculum.

[ESE-Eligible Students](#)

Pursuant to School Board Policy 5.725, [IEPs](#) for students with disabilities, who are enrolled in an Exceptional Student Education (ESE) program, **must** specify the specifically designed instruction and related services that are necessary to meet **each student's** unique needs. See State Board of Education Rule [§ 6A-6.03028](#); ~~03028~~ [Definitions, ESE Policies and Procedures and ESE Administrators](#). All students **must** be given access to the general curriculum as defined in the School District of Palm Beach County Curriculum Guidelines as is appropriate in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one or more content areas may be, more appropriate. See State Board of Education Rule [§ 6A-1.09414](#) for [course descriptions](#).

In all cases, the IEP Team makes special program placements and the educational decisions. The IEP Team develops [a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities, as well as meeting each of the student's other educational needs that result from the student's disability](#). See State Board of Education Rule [§ 6A-6.03028](#). In particular, the IEP Team should draft benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards; or any other student with a disability, at the discretion of the IEP Team. (See State Board of Education Rule [§ 6A-6.03028](#)).

The IEP may specify whether **accommodations/***modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as **indicated** [drafted by the IEP Team](#).

~~For students with a disability, as part of their IEP, a **Transition Plan must be written when the student enters ninth grade (or earlier if the student will turn 16 years of age**~~

~~during the interval of the IEP). The *Transition Plan* delineates appropriate measurable postsecondary goals and transition services that can assist a student's postsecondary transition and is to be reviewed annually. (§ of Education Rule 6A-6.03028)~~

- ~~➤ By the end of a student's eighth grade year or by age 14, whichever comes first, the IEP Team shall document on the IEP whether the student is pursuing a high school course of study leading toward a Standard or Special Diploma. This decision shall be reviewed annually. (State Board of Education Rule §6A.6.028 (7) (h))~~

No later than the first IEP to be in effect when a student with a disability turns fourteen (14) years of age, or younger if determined appropriate by the IEP Team, the IEP Team must meet to identify transition services needs of the student. The School District must invite the student to that meeting. (See State Board of Education Rule § 6A-6.03028).

During the student's eighth (8th)-grade year or during the school year of the student's fourteenth (14th) birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma. (See State Board of Education Rule § 6A-6.03028).

Beginning by the student's sixteenth (16th) birthday (or younger, if determined appropriate by the IEP team), the IEP must include a statement of needed transition services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The School District must invite the student to that meeting, as well as any other agency representative necessary or helpful to assist in the student's post-secondary transition. Consent from a parent or the student that has reached the age of majority is required in order to invite an agency representative to attend. (See State Board of Education Rule § 6A-6.03028).

Programs for students with disabilities are defined by the diploma options identified in each student's ~~Individual Education Plan~~ Individualized Education Program (IEP).

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

***Modifications are changes that can be made to what students are expected to learn. They include changes that have been outlined in the curriculum documents. Modifications may include partial completion of program or course requirements, curriculum expectations below age or grade level, alternate assessment criteria, and alternate curricular goals.*

Home Education Program (School Board Policy 8.14)

A home education program is sequentially progressive instruction of a student directed by his/her parent(s) or guardian(s). The parent(s)/guardian(s) of each registered home education student **must** maintain a portfolio of student work including a log of educational activities made concurrently with instruction and a listing of all reading materials used. The parent/guardian is responsible for submitting an annual evaluation in accordance with *Florida Statute §1002.41*.

Home Education correspondence should be mailed to:
School District of Palm Beach County
Fulton-Holland Educational Services Center
Home Education Office
3308 Forest Hill Boulevard, Suite C-124
West Palm Beach, FL 33406-5813

GED Exit Option

The GED Exit Option requirement may be utilized for eligible students in designated approved programs. ~~The requirements and the schools/sites authorized to implement the program are indicated in The School District of Palm Beach County School to Work GED Exit Option Model Information and Guidelines Manual.~~ Eligible students **must** be enrolled in an approved program. The student's class with whom he/she entered kindergarten **must** be scheduled to graduate during the current year or have already graduated. Qualifying students whose credit or GPA deficiencies classify them in the 9th grade, upon enrollment, will be assigned to the 10th grade in order to be eligible to take the state assessment test. The students **must** meet all requirements stated in the above-referenced manual as well as pass the required state assessment test and the GED tests in order to receive the standard high school diploma or the State of Florida Diploma.

Distance Education Program

The Florida Virtual School (FLVS) [Florida Statute §1002.37 and State Board Education Rule 6A-6.0980]

The Florida Virtual School (FLVS) is an Internet-based high school serving the students of the State of Florida. The for-credit coursework of the school is based upon the *Sunshine State Standards*. FLVS, in partnership with affiliated School Districts, makes instruction available at any time and in any place to Florida students.

A student who is a full-time student in the School District **must** have permission from his/her school counselor and principal to enroll in FLVS. Access shall be available to students during the school year and through the summer. For more information, see the *School District of Palm Beach County Florida Virtual School Guidelines* at www.ClickToClass.net. For each registration period, registered home education students **must** provide verification of active status along with other FLVS enrollment requirements outlined in the *School District of Palm Beach County FLVS Guidelines*. (A copy is available in the Department of Supplemental Educational Services)

School-to-School Programs

Distance Learning is available from school-to-school for selected courses identified by the principals of the participating schools.

(All moved from H/17-18)

Acceleration Mechanisms [Florida Statute §1003.429]

At the beginning of each school year, students and parents/guardians of students in or entering high school **must** be notified of the opportunities and benefits of mechanisms that result in acceleration through high school and/or college (i.e., Advanced Placement, International Baccalaureate, dual enrollment, graduation options, Advanced International Certificate of Education Program, Florida Virtual School, and Palm Beach Virtual Community School courses). [Florida Statutes §§1003.02(1)(i); 1003.429]

Any student who earns 9 or more credits from one or more of the acceleration mechanisms (i.e., Advanced Placement, International Baccalaureate, dual enrollment, and Florida Virtual School courses) is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term. [Florida Statute §1007.27(10)]

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree. [Florida Statute §1007.271]

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. [Florida Statute §1007.27 (6)]

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. [Florida Statute §1007.27 (7)]

International Baccalaureate (IB) is the curriculum whereby eligible secondary students are enrolled in a program of study offered through the IB program administered by the IB office. [The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement](#) ~~The State Board of Education establishes rules that specify the~~ cutoff scores and IB examination that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. [Florida Statute §1007.27 (8)]

The Advanced International Certificate of Education Program (AICE) shall be the curricula in which eligible secondary students are enrolled in programs of study offered through the AICE Program. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. [Florida Statute §1007.27 (9)]

Post Secondary/Correspondence Course Programs

A correspondence course from an approved college may be taken for credit with **prior approval from the principal**. To be approved, a correspondence course **must** be listed in the *Florida Course Code Directory* for the year the student took the course and **must** satisfy the state course frameworks and performance standards. ~~Credit is not awarded for foreign travel unless it is a part of a bona fide program from an accredited institution and treated as transfer credit. Credit earned in an accredited post secondary school not a part of the dual enrollment program will not be included in HPA calculations. Per School Board Policy 8.03, maximum credits permitted for graduation requirements shall not exceed two elective credits.~~

Dual Enrollment Program

An Interinstitutional Articulation Committee made up of School District, Palm Beach Community College and Florida Atlantic University personnel establishes rules, regulations, and policies of dual enrollment. [Florida Statute §1007.235]

The following requirements and conditions, as stated in the Interinstitutional Articulation Agreements, **must** be met in order for a student to be eligible for participation in the Dual Enrollment Program:

- Students must be in grades 10th – 12th
- Students who wish to participate in the Dual Enrollment Program **must** contact the school guidance office to begin the dual enrollment application process.
- ~~Dual enrollment of ninth graders is limited to the second semester at PBCC only.~~
- The student **must** have a minimum GPA or HPA of 3.0 or higher. [Florida Statute §1007.271(3)]
- The student must earn a passing score (s) on either the SAT, ACT, or FCELP as specified in the Interinstitutional Articulation Agreement.
- The student **must** receive approval of the high school principal.
- The student **must** satisfy any prerequisites.
- The college/university **must** have space available in the requested course.
- The student enrolled in this program **must** maintain a minimum 3.0 **unweighted** GPA [Florida Statute §1007.271(3)] or HPA and **must** earn a grade of **C** or better in any college-level work in order to continue in the Dual Enrollment Program.
- Students may not enroll in a dual enrollment course that cannot be completed prior to graduation.

Exception: 9th-12th grade students with a minimum 2.5 GPA or HPA may enroll in the Strategies for College Success course at Palm Beach Community College.

Career and technical course dual enrollment shall be available for students seeking a degree or certificate from a complete job preparatory program, but shall not sustain student enrollment in isolated career and technical courses. [Florida Statute §1007.271 (4)]

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. 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. It is the intent of the Legislature that career dual enrollment provide a comprehensive academic and career dual enrollment program within the career center or community college. [Florida Statute §1007.271 (4)]

Enrollment qualifications are:

- a **minimum** 2.0 cumulative GPA and
- ~~a passing scores on~~ The Test of Adult Basic Education (TABE) examination **must be taken within six weeks of enrollment.**

The Dual Enrollment Program provides an opportunity for students to simultaneously earn high school and college credit. Course credit earned in college-level courses shall be counted as college-level credit and may also be used to meet high school academic unit credit. [Florida Statute §1007.271 (1)(2)] Dual enrollment credit can be earned at Palm Beach Community College, Florida Atlantic University or any other public institution of higher learning that has an established Interinstitutional Articulation Agreement with the School District of Palm Beach County pursuant to state law [Florida Statute §1007.271]. Students participating in these programs **must** maintain a **minimum** 3.0 grade point average (GPA) or honors point average (HPA) in other high school academic work and **must** earn a grade of **C** or better in each college-level course to continue in the program. Course credit earned in these courses with a grade of **C** or better shall transfer as college-level credit to a college/university. College credit is transferable to other colleges according to the individual college guidelines and requirements. Where sufficient numbers of qualified students have been identified, a college course may be offered at the local high school.

Some college courses equal ½ credit for high school while others equal 1 credit. The Interinstitutional Articulation Agreement lists dual enrollment courses and credits towards graduation. College courses that earn less than three credit hours do not qualify for high school credit. Certain dual enrollment courses may be used to satisfy specific required courses for graduation.

Twelfth-grade (12th) students who require less than six (6) credits in order to graduate may opt to complete all needed credits through the School District's dual enrollment program, if eligible. These students need not enroll in a full schedule of at least six courses through the high school. However, if a student enrolls in a high school course at the high school campus, the student will be required to enroll in six (6) courses (eight (8) courses in schools on a 4 by 4 block schedule). Students intending to complete more than two post-secondary level courses during a semester may be required to submit an appeal with the respective post-secondary institution.

For students entering ninth (9th) grade in the 2003-2004 through 2005-2006 school years, grades for courses listed with 1000-2000 course numbers in the *Course Code Directory* and the *State University System Catalogue* are weighted at the honors level (1.125 of the standard scale), with the exceptions listed below:

<p><u>Mathematics</u> MAC 2311, CALC/ANALYTIC GEOMETRY I MAC 2312, CALC/ANALYTIC GEOMETRY II MAC 2313, CALC/ANALYTIC GEOMETRY III MAS2103 MATRIX THEORY MAT 2302 DIFFERENTIAL EQUATIONS I</p>	<p><u>Science</u> PHY 2048, GENERAL PHYSICS WITH CALCULUS I PHY 2049, GENERAL PHYSICS WITH CALCULUS II CHM 2210 ORGANIC CHEMISTRY I CHM 2211 ORGANIC CHEMISTRY II</p>
<p><u>Social Studies</u> ECO 2013, MACROECONOMICS ECO 2023, MICROECONOMICS</p>	<p><u>English</u> ENL 2012, ENGLISH LITERATURE BEFORE 1800 ENL 2022, ENGLISH LITERATURE AFTER 1800</p>

3000 and 4000 level courses identified as Advanced Placement equivalent by the State Articulation Coordinating Committee will receive weight 1.5 the standard weight. Courses listed above will also receive 1.5 the standard weight.

Beginning with students entering grade nine in the 2006-2007 school year, all dual enrollment courses must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses. [Florida Statute §1007.271 (16)]

~~An exception to the eligibility requirements will be granted to students in the Teacher Academy Magnet Program. Students participating in the program may dual enroll for teacher education courses in grades 9-12 with a cumulative 2.5 GPA; however, they must achieve and maintain a minimum cumulative 3.0 GPA in all high school academic work by the beginning of the first semester of their sophomore year. Students applying for or already dually enrolled in other academy magnet programs shall have a minimum 3.0 cumulative grade point average. (Interinstitutional Articulation Agreement between the School District, Florida Atlantic University and Palm Beach Community College, 2006)~~

- ~~a. The Teacher Academy Coordinator will monitor student's progress by reviewing their progress reports and report cards.~~
- ~~b. Students will be advised of the consequences of not meeting the 3.0 grade point average upon entry into the program.~~
- ~~c. School counselors will assist students by providing support services, including strategies to strengthen study skills and resources providing remediation, if needed. (Interinstitutional Articulation Agreement, 2006)~~

* 9¹⁰th-12th grade students with a minimum 2.5 GPA or HPA may enroll in the Strategies for College Success course at Palm Beach Community College. (moved to H19)

There are no tuition, registration, laboratory fees or textbook costs to students participating in either the Advanced Placement Program or the Dual Enrollment Program. [Florida Statute §1007.271 (13) & 14] Students are responsible for textbooks that **must** be returned to the vendor. Fees will be charged to students who lose or damage textbooks or other course-related materials.

A student may attempt a single course a maximum of three times during their college career in a Florida post-secondary educational facility. Those three attempts include withdrawals.

Registered home education students may participate in the Dual Enrollment Program [Florida §§1007.27(4) & 1007.271 (10)(a)] following criteria set forth in the Interinstitutional Articulation Agreement, including written verification of active status provided by the Home Education Office for each term enrolled. Home education students incur no tuition costs, but are responsible for textbook costs. [Florida Statute §1007.271 (14)]

SPECIAL NOTE: Students may select colleges or universities other than those that have interinstitutional agreements with the School District of Palm Beach County. However, the parent(s)/guardian(s) and/or student will be responsible for payment of fees. All other rights and privileges will be afforded these students as those under dual enrollment agreements. Exception: Credit earned in an accredited post secondary school, not a part of the dual enrollment program, will NOT be included in HPA calculations. Prior approval from the **principal** in writing is required.

Early Admission to College [Florida Statute §1007.22 (1) & (2); 1007.27; 1007.271 (7) & (8)]

Early admission is a public school choice option and an acceleration mechanism. [Florida Statute §1007.27 (5); 1002.20 (6)(a)]

Students who apply for early admission to college **must** notify the high school principal prior to submitting an application for acceptance to a college, university or career center. In the event that a qualified student is accepted for admission to an accredited college or university prior to the completion of high school graduation requirements, the high school principal may approve the fulfillment of graduation requirements through the acceptance of college-level credit.

Early admission may be a form of dual enrollment; thus tuition and book fees are waived, as specified under an Interinstitutional Articulation Agreement between the School District of Palm Beach County, Palm Beach Community College, Florida Atlantic University, or other public institution of higher learning pursuant to state law [Florida Statute §1007.21]. To qualify for early admission, a student **must** meet the following criteria:

- acceptance by an accredited college, university, or career center as a full-time student. [Florida Statute §1007.271]

- successful completion of a minimum of six semesters of high school work for a student who selected the 24-credit graduation option..
- successful completion of a minimum of four semesters of high school work for a student who selected one of the 18-credit graduation options.
- enrollment in the post-secondary institution as a full-time student (Interinstitutional Articulation Agreement between the School District, Florida Atlantic University and Palm Beach Community College)
- enrollment in college courses equivalent to remaining graduation requirements (Interinstitutional Articulation Agreement between the School District, Florida Atlantic University and Palm Beach Community College)

Registered home education students may participate in early admission to college following criteria set forth in the Interinstitutional Articulation Agreement, including written verification of active status provided by the Home Education Office for each term enrolled. Home education students incur no tuition costs [Florida Statute §1007.27(4)], but are responsible for textbook costs. [Florida Statute §1007.271 (14)]

The student may be awarded a standard diploma with his/her cohort class based on the following:

- completion of at least one college semester, or the equivalent.
- maintenance of at least a “C” average or the equivalent in college courses (Students graduating under an 18-credit graduation option must satisfy the grade requirements of that option.) [Florida Statute §1003.429]
- successful completion of college courses equivalent to remaining graduation requirements. (Interinstitutional Articulation Agreement between the School District, Florida Atlantic University and Palm Beach Community College, 2006)
- documentation of an official transcript of college level work on file in the student’s cumulative folder.

Students may select colleges or universities other than those that have interinstitutional agreements with the School District of Palm Beach County. However, the parent(s)/guardian(s) and/or student will be responsible for payment of fees. All other rights and privileges will be afforded these students as those under dual enrollment agreements. [Florida Statute §1007.27 (5)]

GRADE CLASSIFICATION

The following requirements are used to determine grade classification to the next grade level:

Classification from 9th Grade to 10th Grade

At least 5 credits

Classification from 10th Grade to 11th Grade

- At least 11 credits OR
- Fulfillment of the graduation requirement on the FCAT Sunshine State Standards Tests for reading and mathematics

Classification from 11th Grade to 12th Grade for Students Enrolled in Graduation Option A

- At least 17 credits
- At the time a student earns the appropriate number of credits he/she will be classified as a 12th grade student provided the student is eligible for a certificate of completion or graduation by the end of the final grading period.

Classification from 10th Grade to 12th Grade for Students Enrolled in a Three-year 18-credit Graduation Option (Florida Department of Education terminology)

- At least 12 credits at the end of the 10th grade

Twelfth-grade (12th-grade) students who require less than six (6) credits in order to graduate may opt to complete all needed credits through the [Adult Education Center's Credit Lab or GED Program](#), the Florida Virtual School [program](#), the School District's [Adult Community School Credit Labs](#) and/or dual enrollment program, if eligible. These students need not enroll in a full schedule of at least six courses through the high school. However, if a student enrolls in a high school course at the high school campus, the student will be required to enroll in 6 courses (8 courses in schools on a 4 by 4 block schedule). Students intending to complete more than two post-secondary level courses during a semester may be required to submit an appeal with the respective post-secondary institution.

With the exception of students who have been accepted into an early admission program, 12th-grade students transferring into the School District will be required to enroll in 6 courses (8 courses in schools on a 4 by 4 block schedule). At least one-half of these courses **must** be completed at the home school in order to receive a diploma from that school.

The School District will classify students to the 10th and 11th grades two (2) times each year:

- 1) following the completion of the final grading period;
- 2) following completion of the first semester for students who have been previously retained in high school, in order to move to the grade level of their cohort class.

Each student must participate in statewide assessment tests required by Florida Statute § 1008.22 at various grade levels. [Florida Statute §1008.25 (4)]

REMEDIATION

REMEDIAL INSTRUCTION

Remedial and supplemental instruction resources **must** be allocated *first* to students who fail to meet achievement performance levels required for promotion. [Florida Statute §1008.25 (3)] The School District provides remedial instruction for those students with substantial reading, writing, [science](#) and/or mathematics deficiencies as identified by

district or state norm-referenced testing (grade 9), the Florida Comprehensive Assessment Test (FCAT) Writing (grade 10), the FCAT (grade 10) and/or classroom performance.

Remedial instruction shall be provided through implementation of a Progress Monitoring Plan (PMP) [Florida Statute §1008.25 (4)] , an English Language Learner (ELL) Plan, an Individual Educational Plan (IEP) or a 504 student plan, developed in consultation with a parent or guardian. If a student does not meet the minimum performance expectations, remedial instruction will be provided until expectations are met, the student graduates from high school or the student is not subject to compulsory attendance.

Credits earned in remedial instruction courses **must** be in addition to, but may **not** be in lieu of, English and mathematics credits required for graduation. These courses will be considered for elective credit. [Florida Statute §1003.43 (2)] Students who do not pass the required state assessment test are provided remedial instruction and **must** retake the test during regular scheduled test administrations. Seniors who have not passed the required state assessment test or who do not have the required **minimum** 2.0 grade point average (GPA) may elect to attend school for an additional year. [Florida Statute §1003.43 (10) (b)]

Remedial instruction is also provided for students who fall below standards for classification to the next grade level. Students identified as below the credit or GPA requirements for classification may take courses for forgiveness (see Forgiveness Rule section) or credit accrual through summer school (if offered), the [Adult Education Center's \(AEC\) Credit Lab](#), the [AEC Adult High School Credit Program](#) and/or [AEC FCAT remediation courses](#), various [Adult Community School Programs](#), Palm Beach Virtual Community School [program](#), Educational Options, and [the Florida Virtual School program](#). Other credit programs may be developed by the School District to assist students toward meeting classification requirements.

PROGRESS MONITORING PLAN (PMP) PROCESS [Florida Statute §1008.25 (4)]

A Progress Monitoring Plan (PMP) is intended to provide the School District and the school with flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the School District's or State's requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally-required student plan such as an Individual Education Plan (IEP);
2. A school-wide system of progress monitoring for all students; or
3. An individualized Progress Monitoring Plan (PMP) [Florida Statute §1008.25(4)(a)-(b)]

Each plan **must** outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. Listed below are the steps for implementing the PMP:

1. Each student who does **not** meet the levels of performance as determined by the School District (defined on the *Identification of Students Needing Remediation* charts) **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. [Florida Statute §1008.25 (4) (a)]
 - Data from the additional assessments are to be used to formulate the student's PMP.
 - Diagnosis and remediation will occur as soon as possible after a student has been identified as needing mandatory remediation. Diagnostic assessments may include:
 - a portfolio of student work
 - teacher assessment
 - text/placement tests
 - diagnostic software results
 - If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.
 - A. 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 which reading strategies are delivered shall be determined by diagnosis of reading needs. Guidance will be provided regarding appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the K-12 Comprehensive Reading Plan [Florida Statute §1003.4156(1)(b) and State Board of Education Rule 6A-6.054 (2)]
 - B. 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, which may be integrated into the student's required mathematics course. [Florida Statute §1003.4156(1)(c)]
2. At the conclusion of the school year, appropriate teachers of the student who had a PMP are to make recommendations regarding the student's educational program for the following year.
3. The PMP process **must** begin as soon as students are newly identified as needing remediation. The PMP **must** be in place and implementation begun for students, including those who transfer into the School District, within 45 calendar days of being identified as needing remediation.
4. All PMPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s)/guardian(s) [Florida Statute §1008.25(4)(b)] and approved by the principal.
 - In the case of students receiving continued remediation, recommendations of the sending teacher(s) are to be reviewed as a part of the PMP process.

5. It is the responsibility of the teacher, the grade chair and the principal to ensure that the PMP is substantive and that the outlined instructional and support services are provided. The will assist schools and teachers in the implementation of research-based reading activities [Florida Statute §1008.25(4)(b)]. The PMP should clearly identify:
- the specific diagnosed academic needs to be remedied;
 - the success-based intervention strategies to be used;
 - how, when, how often by whom, and how long intensive remedial instruction is to be provided; and
 - the monitoring and reevaluation activities to be employed.

ESE-Eligible Students

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- ▶ *The IEP for each child with a disability to include:*
- ▶ A statement of measurable annual goals, including academic and functional goals, designed to --
- ▶ Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

When an ESE-eligible student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs, including the student's below-grade-level performance. The IEP **Committee Team** may recommend a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

(Moved from H/31 and 32)

IDENTIFICATION OF STUDENTS NEEDING REMEDIATION

The following charts (effective for the ~~2007-2008-2009~~ school year) show the identified performance levels as they relate to the FCAT SSS ~~and~~ FCAT NRT, ~~as well as~~ FCAT Writing ~~and~~ SRI-1. ~~The charts also reflect the process of student identification for promotion or retention in reading, writing and/or mathematics for students in grades 9-11 and outline PMP options.~~—The charts permit decision-makers to identify the overall achievement of each child through district and state assessments ~~as well as classroom performance.~~—~~The charts also and~~ allows for a more narrow focus on student achievement for the purposes of remediation decisions (PMP).

Science and English Performance Standards

High school students are expected to receive passing grades in the required science and English courses. Those students who fail to receive passing grades will be provided interventions and strategies within the PMP.

(moved from H/31)

Teachers and administrators may examine the student's reading, writing, mathematics, and/or science performance to determine whether a student is in need of remediation in one or more of these areas.

~~Students who don't meet State or District expectations for proficiency may be retained if the documented proficiency has not been remediated. Such students may also be promoted without a PMP if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Level 3. However, such students may be retained if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2. [Florida Statute §1008.25]~~

IDENTIFICATION OF STUDENTS ENTERING GRADE 9 IN NEED OF REMEDIATION

FACTORS TO CONSIDER WHEN DECISION-MAKING (Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of the plan, and the **District's Department of Assessment)								DECISIONS
English Language Learners in categories A1, A2, A3, or I3 on the English Language Development Continuum (ELDC) should take Intensive Reading. Students in categories B1, B2, I 1, or I 2 should take Developmental Language Arts through ESOL.								
Student Performance Level		*FCAT Reading Developmental Scale Scores (DSS)	**NRT Reading Percentile	**SRI-I Spring Lexile	*FCAT Writing	*FCAT Math DSS	**NRT Math Percentile	Remediation Required?
Above Grade Level	Level 5	2282 and above	99 and above	1663 and above	5.5 or 6.0	2092 and above	94 and above	No
	Level 4	2073-2281	96-98	1355-1662	4.5 or 5.0	1998-2091	86-93	No
At Grade Level	Level 3	1882-2072	78-95	1074-1354	3.5 or 4.0	1851-1997	62-85	No
Below Grade Level	Level 2	1696-1881	40-77	800-1073	2.0, 2.5, or 3.0	1733-1850	30-61	Yes
	Level 1	886-1695	1-39	Below 800	0, 1.0, or 1.5	1025-1732	1-29	Yes

English Language Learners in categories A1, A2, A3, or I3 on the English Language Development Continuum (ELDC) should take Intensive Reading. Students in categories B1, B2, I 1, or I 2 should take Developmental Language Arts through ESOL.

IDENTIFICATION OF STUDENTS NEEDING REMEDIATION — GRADE 9

IDENTIFICATION OF STUDENTS ENTERING GRADE 10 IN NEED OF REMEDIATION

FACTORS TO CONSIDER WHEN DECISION MAKING (Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, and the District's **Department of Assessment)								DECISIONS FOR NEXT YEAR		
Student Performance Level		*FCAT Reading DSS	**NRT Reading Percentile	**SRI-I Spring Lexile	**SRI-I Fall Lexile	*FCAT Math DSS	**NRT Math Percentile	Classroom Performance	Remediation Required? Next Year	Remediation Options
Above Grade Level	Level 5	2298 and above	99 and above	1708 and above	1666 and above	2142 and above	97 and above		No	
	Level 4	2146-2297	95-97	1500-1707	1467-1665	2023-2141	92-96		No	
At Grade Level	Level 3	1972-2145	82-94	1264-1499	1238-1466	1901-2022	72-91		No	
Below Grade Level	Level 2	1772-1971**	51-81	990-1263	975-1237			D in required English, writing, mathematics and/or science course	Provide remediation with a Progress Monitoring Plan Yes	Other Options <ul style="list-style-type: none"> • Tutorial • Summer School • Contracted Academic Services • Exceptional Education Services Referral
						1782-1900	45-71		Provide remediation with a Progress Monitoring Plan Yes	
	Level 1	772-1771	1- 50	989 and below	974 and below	1238-1781	1-44	F in required English, writing mathematics, and/or science course	Provide remediation with a Progress Monitoring Plan Yes	

*English Language Learners in categories A1, A2, A3, or I3 on the English Language Development Continuum (ELDC) should take Intensive Reading. Students in categories B1, B2, I 1, or I 2 should take Developmental Language Arts through ESOL.

~~IDENTIFICATION OF STUDENTS NEEDING REMEDIATION — GRADE 10~~

IDENTIFICATION OF STUDENTS ENTERING GRADE 11 IN NEED OF REMEDIATION

FACTORS TO CONSIDER WHEN DECISION MAKING (Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, and the District's **Department of Assessment)								DECISIONS FOR NEXT YEAR		
Student Performance Level		*FCAT Reading DSS	**NRT Reading Percentile	**SRI-I Spring Lexile	**SRI-I Fall Lexile	*FCAT Math DSS	**NRT Math Percentile	Classroom Performance	Remediation Required? Next Year	Remediation Options
Above Grade Level	Level 5	2311 and above	99 and above	1690 and above	1637 and above	2193 and above	98 and above		No	
	Level 4	2219-2310	96-98	1543-1689	1493-1636	2050-2192	87-97		No	
At Grade Level	Level 3	2068-2218	85-95	1302-1542	1256-1492	1947-2049	65-86		No	
Below Grade Level	Level 2	1852-2067**	52-84	958-1301	918-1255	1832-1946	18-64		D in required English, writing, mathematics and/or science course	
	Level 1	844-1851	1-51	957 and below	917 and below	1068-1831	1-17	F in required English, writing, mathematics and/or science course		Provide remediation with a Progress Monitoring Plan Yes

* English Language Learners in categories A1, A2, A3, or I3 on the English Language Development Continuum (ELDC) should take Intensive Reading. Students in categories B1, B2, I 1, or I 2 should take Developmental Language Arts through ESOL.

~~PROGRESS MONITORING PLAN (PMP) PROCESS~~ [Florida Statute §1008.25 (4)]

~~A Progress Monitoring Plan (PMP) is intended to provide the School District and the school with flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the School District or State's requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:~~

- ~~4. A federally required student plan such as an Individual Education Plan (IEP);~~
- ~~5. A school-wide system of progress monitoring for all students; or~~
- ~~6. An individualized Progress Monitoring Plan (PMP) [Florida Statute §1008.25(4)(a)-(b)]~~

~~Each plan **must** outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. Listed below are the steps for implementing the PMP:~~

- ~~2. Each student who does **not** meet the levels of performance as determined by the School District (defined on the *Identification of Students Needing Remediation* charts) **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. [Florida Statute §1008.25 (4) (a)]~~

- ~~➤ Data from the additional assessments are to be used to formulate the student's PMP.~~
- ~~➤ Diagnosis and remediation will occur as soon as possible after a student has been identified as needing mandatory remediation.~~
- ~~➤ If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.~~

~~Diagnostic assessments may include:~~

- ~~➤ a portfolio of student work~~
- ~~➤ teacher assessment~~
- ~~➤ text/placement tests~~
- ~~➤ diagnostic software results~~

- ~~3. The PMP for a student who has been identified as deficient in reading **must** identify:~~

- ~~➤ The student's deficiencies in phonemic awareness, phonics, fluency, comprehension, and vocabulary;~~
- ~~➤ the desired levels of performance in these areas; and~~
- ~~➤ the instructional and support services to be provided to meet the desired levels of performance~~

- ~~3. At the conclusion of the school year, appropriate teachers of the student who had a PMP are to make recommendations regarding the student's educational program for the following year.~~

~~4. The PMP process **must** begin as soon as students are newly identified as needing remediation. The PMP **must** be in place and implementation begun for students, including those who transfer into the School District, within 45 calendar days of being identified as needing remediation.~~

~~=5. All PMPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s)/guardian(s) [Florida Statute §1008.25(4)(b)] and approved by the principal.~~

- ~~➤ In the case of students receiving continued remediation, recommendations of the sending teacher(s) are to be reviewed as a part of the PMP process.~~

~~6. It is the responsibility of the teacher, the grade chair and the principal to ensure that the PMP is substantive and that the outlined instructional and support services are provided. The will assist schools and teachers in the implementation of research-based reading activities [Florida Statute §1008.25(4)(b)]. The PMP should clearly identify:~~

- ~~➤ the specific diagnosed academic needs to be remedied;~~
- ~~➤ the success-based intervention strategies to be used;~~
- ~~➤ how, when, how often by whom, and how long intensive remedial instruction is to be provided; and~~
- ~~➤ the monitoring and reevaluation activities to be employed.~~

ESE Students with Disabilities

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- ~~▶ The IEP for each child with a disability to include:~~
- ~~▶ A statement of measurable annual goals, including academic and functional goals, designed to—~~
- ~~▶ Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.~~

~~When an ESE student with a disability is determined to be performing below grade level in reading, writing, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs, including the student's below-grade-level performance. The IEP Committee may recommend a PMP to address the student's educational need in reading, writing, mathematics, and/or science.~~

~~(Moved to H/25 and 26)~~

SUMMER SCHOOL

Program Description

Identified students may attend Summer School in order to maintain progress toward meeting regular promotion requirements. The School District's offering of summer school may depend on budgetary considerations. Summer school, if offered, provides students with:

- additional time to complete course requirements
- assistance in completion of credit requirements necessary for promotion
- continuation of academic skills as part of the curricular continuum

English Language Learners (ELLs)

The purpose of Extended School Year (ESY) services for English Language Learners (ELL) is to provide beginning and some intermediate English speakers with the opportunity to develop their oral language. This is accomplished through content related instruction in a non-threatening environment that promotes the use of oral English. In order to be eligible for ESY, placement on the student's individual ELL Plan must show that additional English oral language development is needed.

Students Enrolled In General Education Courses

A student currently enrolled in grade nine (9), ten (10), or eleven (11) may be eligible to attend Summer School (if offered) to retake a core course (English, mathematics, science or social studies) in which the grade earned was **F**.

Course availability will depend on sufficient enrollment. Instruction in a course being repeated by a student should focus on the student performance standards **not** met during the regular school year.

A student currently enrolled in grade twelve (12) is eligible to attend Summer School to:

- 1) retake a core course (English, mathematics, science or social studies) in which the grade earned was **F**; **OR**
- 2) retake a course in which the student earned a **D**, **IF** the GPA is below that required for graduation; **OR**
- 3) take an elective credit that will enable the student to meet the course or GPA graduation requirements.

A semester examination will count 1/5 of the student's final grade as it does during the regular year. **No semester examination exemptions are permitted** during Summer School.

Students Enrolled in Home Education

Registered home education students may participate in summer school if it is available and if they meet the same eligibility requirements that have been established for all regularly attending students.

Attendance

Summer School class time is limited; therefore, absences generally are not excused. More than **one (1) day absence per semester** may result in dismissal from class **without credit**. Absences **do not** carry over from first semester to second semester. A student who does not take a semester exam will receive a grade of **F** for the course.

Two (2) class tardies will be treated as one absence. A tardy is defined as arrival up to 30 minutes after class begins.

Students arriving more than 30 minutes after the beginning of the school day are marked absent.

EXTENDED SCHOOL YEAR (ESY)

ESE-Eligible Students (State Board of Education Rule 6A-6.03028(6)(i))

~~The purpose of the Extended School Year (ESY) program is to enable students with disabilities who are enrolled in ESE programs to meet certain critical goals prescribed on the student's IEP or to maintain the achievement of those critical IEP goals that have already been met. All students in grades 9-12 receiving ESE services must be considered for ESY.~~

~~In order to be eligible for ESY, the IEP Team must determine that it is necessary for the student to receive ESY services in order to meet, maintain, and/or further develop the achievement of specified goals of the IEP. The IEP Team will determine the objectives to be addressed (using the current IEP and documentation of progress) during ESY. An ESE student with a disability who fails a general education course may attend the general education Summer School.~~

Extended school year (ESY) services means specially designed instruction and related services that are provided to an **ESE-eligible student** beyond the normal school year of the School District, in accordance with the student's IEP. ESY services are always at no cost to the parent.

At least annually, an IEP Team for each **ESE-eligible student** must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.

The School District may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services. (State Board of Education Rule (State Board of Education Rule 6A-6.03028(6)(i)(3)).

An ESE-eligible student who fails a general education course may attend a scheduled general education Summer School.

ADULT CREDIT PROGRAM

The Adult Credit Program (ACP) offered through the Community Schools, provides performance-based opportunities for acceleration and remediation or forgiveness to currently enrolled high school students. The program operates on a 12-month basis. Interested students **must** obtain written approval from the student's day school counselor and principal or designee. Students wishing to graduate in May/June of a given school year should enroll in the ACP no later than March of that year.

GRADUATION REQUIREMENTS

Students are required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements change for the entire class, **or** unless requirements are changed for all students by Florida Statute, **or** unless the student is scheduled to graduate more than two years after the student's original class.

Graduation requirements prescribed by Florida Statute may not be waived. (Exceptions may pertain to transfer students. Refer to that section.) [Refer to the 2008-09 Student and Family Handbook for Graduation Requirement charts.](#)

[Course descriptions meet the requirements of State Board of Education Rules § 6A-1.09412 and § 6A-1.09401.](#)

GRADUATION REQUIREMENTS FOR A STANDARD DIPLOMA

Assessment Requirements

Students, who will receive a standard diploma, **must** achieve passing scores on the Florida Comprehensive Assessment Test (FCAT) or meet the concordant subject area test score on a State Board of Education approved alternate assessment administered in Grade 10 or subsequently thereafter and satisfy student performance standards for each course in grades 9-12 for which credit toward graduation is awarded. ~~Students enrolled for the first time in Grade 9 in 2006-2007, and thereafter, must meet the FCAT Writing + graduation requirement in addition to all other established graduation requirements. Passing scores on the FCAT is a score equal or greater than 300 on the 100 to 500 scale.~~ As for students with a disability, see below as to the criteria for waivers from this graduation requirement. [Florida Statute §§1008.22(3)(c)5; [1003.428\(3\)](#); [1003.43\(4\)](#), [1003.438](#)] (~~State Board of Education Rule 6A~~) ([State Board of Education Rule 6A-1.0995 and 1.0996](#))

A student who has taken the FCAT a minimum of three times without earning a passing score may satisfy the FCAT requirement by achieving an equivalent score on an alternate assessment, the ACT or SAT. For students entering 9th grade in 2000, the SAT concordant scores are 370 in reading and 350 in mathematics. The ACT concordant scores are 14 in reading and 15 in mathematics. For students entering ninth grade in 2001 and thereafter, the SAT concordant scores are 410 in reading and 370 in mathematics. The ACT concordant scores are 15 in reading and 15 in mathematics. The three-time test administration requirement shall not apply to a student who ~~transfers in to enters~~ the Florida public school system [in grade 12 as a senior](#). [Florida Statute §1008.22(9)]

Students who have met all of the requirements for the standard high school diploma except for the passing of the FCAT or an alternate assessment by the end of grade 12 must be given the opportunity to participate in an accelerated high school equivalency diploma preparation program, including FCAT remediation and GED preparation, be allowed to take the College Placement Test and be admitted to remedial or credit

courses at a state community college, or participate in an adult general education program. [Florida Statute §1003.428 (11) (b)]

FCAT Waiver for ESE-Eligible Students [Florida Statute §1003.43~~(11)~~(b)]

For **ESE-eligible students**, ~~graduating in 2003 and thereafter to graduate~~, a waiver is provided from the FCAT graduation requirement under the following conditions:

- The students are high school seniors with ~~Individual Education Plans~~ IEPs.
- The students have taken the grade 10 FCAT with appropriate allowable accommodations at least twice to include March of the senior year.
- The students have participated in intensive remediation **during the senior year** for FCAT Reading and/or FCAT Mathematics if passing scores were not earned. [Florida Statute §1003.43(11)(a)]
- The IEP Team determines that the FCAT cannot accurately measure the students' abilities, taking into consideration allowable accommodations.
- The students have met the requirements for a regular diploma listed below.

Course Credit Requirements [Florida Statute §1003.436 (2), as modified by Charter School District Waiver #6]

Credits are awarded in one-half (½) credit increments per semester upon successful completion of course requirements.

Four-Year, 24-Credit Traditional Program

Grade Point Average Requirements

GRADE POINT AVERAGE (GPA) REQUIREMENTS

GPA is defined as that numerical average represented by the point value of the letter grades earned divided by the number of courses. The point value is based on a standard scale of 4.0 with no weighting factor for different levels of difficulty. The scale is based on 4.0 (**A**), 3.0 (**B**), 2.0 (**C**), 1.0 (**D**) and 0 for any other grade. [Florida Statute §1003.437]

(Moved From H/51)

Students **must** earn a **minimum** grade point average (GPA) of 2.0 on a 4.0 scale for all credits attempted except for those replaced according to the forgiveness policy. [Florida Statute §~~1003.429 (6)~~ 1003.428 (4)(d)]

Twenty-four (24) credits earned in grades 9-12.

- **English** - 4 credits (English I, II, III and IV) **with major concentration in composition, reading for information, and literature.**
- **Mathematics** – Three (3) credits for the students who entered ninth grade prior to and including 2006-2007- One of the three mathematics credits required for

graduation must be in Algebra I, **OR** a series of courses equivalent to Algebra I, **OR** a higher-level mathematics course. [Florida Statute §1003.43 (1) (b)] The 3 required mathematics credits must be earned in grades 9-12. [Florida Statute §1003.43 (1) (b)] However, students who score a minimum of 550 on the mathematics portion of the Scholastic Assessment Test (SAT) or a minimum of 24 on the mathematics portion of the American College Test (ACT) may be exempt from the requirement that the 3 credits be earned in grades 9-12 and may use high school credits earned at the middle school toward the three-credit graduation requirement. High school courses taken at the middle school and the grades earned in those courses will remain as part of the student's academic record.

Four (4) credits for students entering the ninth grade in 2007-2008- One of the four mathematics credits required for graduation must be in Algebra I, **OR** a series of courses equivalent to Algebra I, **OR** a higher-level mathematics course. [Florida Statute §1003.428 (1) (b)] Three of the four required mathematics credits must be earned in grades 9-12. However, students who score a minimum of 550 on the mathematics portion of the Scholastic Assessment Test (SAT) or a minimum of 24 on the mathematics portion of the American College Test (ACT) may be exempt from the requirement that the 3 credits be earned in grades 9-12 and may use high school credits earned at the middle school toward the four credit graduation requirement. High school courses taken at the middle school and the grades earned in those courses will remain as part of the student's academic record.

- **Science** – Three (3) credits (1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science). **All Two** courses will include a laboratory component. [Florida Statute §1003.43 (1) (c)]
- **Social Studies** – Three (3) credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics). [Florida Statute §§1003.43 (1) (d) (e) (f) & (g); 1003.428(2)(a) (4)]
- **Physical Education** – One (1) credit

Students who entered 9th grade prior to and including 2006-2007: One-half (½) credit - Personal Fitness **and** ½ credit - Physical Education activity elective

The **Personal Fitness and/or Physical Education activity elective** option may be waived by the following:

1. Participation in two full seasons of interscholastic sports at the junior varsity or varsity level may be used to waive the one credit physical education requirement if the student makes a **C or better** on a competency test for personal fitness. [Florida Statute §1003.43 (i)(j)] No credit will be earned when waiving the physical education requirement through interscholastic sports participation. [Florida Statute §1003.43 (1) (j)]

OR

2. 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 waives the one-half credit requirement for a physical education activity elective. This one-half credit may not be used to waive the Personal Fitness requirement or the adaptive physical education requirement under an IEP or 504 Plan.

OR

3. Completion of two years with a grade of **C or better** in a Junior Reserve Officer Training Corp JROTC class (a significant component of which is drills) will waive the one-half credit requirement for a physical education activity elective. This one-half credit may not be used to waive the Personal Fitness requirement or the adaptive physical education requirement under an IEP or 504 Plan.

Students entering ninth grade in 2007-2008 and thereafter:

One (1) credit in physical education to include the integration of health. Schools have two options to meet the physical education graduation requirements:

- Health Opportunities through Physical Education (HOPE) [Florida Statute 1003.428 (2)(a)(6)]
- ½ credit Personal Fitness and ½ credit of a Physical Education activity elective

The **Personal Fitness and/or Physical Education activity elective** option may be waived by the aforementioned three options or (4) Participation in a dance class waives the ½ credit of a physical education activity elective. Students must still take one-half credit in Personal Fitness.

The **HOPE** option may be waived by the following:

- Participation in two seasons of an interscholastic sport at the junior varsity and varsity levels and a passing grade of “C” or better on the competency test for personal fitness waives the 1 credit requirement. [Florida Statute §1003.428 (2) (a) 6] No credit will be earned when waiving the physical education requirement through interscholastic sports participation. [Florida Statute §1003.43 (1) (j)]

OR

- Completion of two years of Junior Reserve Officer Training Corp JROTC waives the full one credit requirement for physical education **AND** the full one credit performing arts requirement. (State Board of Education Rule 2092)

The school may not require that the one-credit physical education requirement be taken during the 9th grade year [Florida Statute §1003.428 (2)(a)(6)]

See Florida Department of Education Technical Assistance Paper June 15th, 2007. K-12: 2007-103.

~~The personal fitness/physical activity requirement may be satisfied by the methods listed above as well as by the following:~~

- ~~➤ Participation in a dance class satisfies the ½ credit of physical activity; student must take ½ credit in personal fitness.~~
- ~~➤ Completion of 2 years of ROTC satisfies 1 credit of physical activity; student must take ½ credit in personal fitness. (State Board of Education Rule 2092) (This statement is included in the methods listed above. You may, however, want to keep the SB rule number.)~~
- ~~➤ Participation in two seasons of an interscholastic sport at the junior varsity and varsity levels and a passing grade of “C” or better on the competency test for personal fitness satisfies the 1 credit requirement.~~
- ~~➤ Completion of two years of ROTC satisfies the one credit requirement as well as the full performing arts requirement. (State Board of Education Rule 2092)~~

~~➤ 1 credit (½ credit **must** be in personal fitness) — Students entering the 9th grade in 2007-08 may fulfill this requirement with the Health Opportunities through Physical Education course (HOPE). The school may not require that the one credit physical education requirement be taken during the freshman year; and participation in two full seasons of interscholastic sports at the junior varsity or varsity level may be used to satisfy the one credit physical education requirement **if** the student makes a **C or better** on a competency test for personal fitness. [Florida Statute §1003.43 (i)(j)] No credit will be earned when satisfying the physical education requirement through interscholastic sports participation. [Florida Statute §1003.43 (1) (j)]~~

~~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 or in a Reserve Officer Training Corp (ROTC) class of which a significant component is drills will 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 requirement under an IEP or 504 Plan.~~

➤ **Health /Life Management Skills** - ½ credit for students who entered the ninth grade prior to and including 2006-2007- [Florida Statute §1003.43 (1) (i)] Upon completion of the Air Force JROTC Leadership Education I and II (1800400 and 1800410), Army JROTC Leadership Education I and II (1801300 and 1801310), or Navy JROTC Leadership Education I and II (1802300 and 1802310), students may substitute one JROTC credit for ½ credit of Health I Life Management Skills (0800300) to satisfy the Life Management Skills requirement for graduation. Equivalent JROTC Leadership Education courses offered in other armed forces programs may also substitute for Health I Life Management Skills (0800300) with the approval of the Assistant Superintendent Curriculum and Learning Support.

➤ **Practical and Performing Arts** - 1 credit in performing fine arts, **OR** 1 credit in practical arts **OR** 1 credit exploratory career education **OR** ½ credit each in performing and practical arts or exploratory career education for the students who entered ninth grade prior to and including 2006-2007. The practical arts graduation requirement may be fulfilled by any secondary or eligible postsecondary course in the Vocational Section of the *Course Code Directory* or by substituting one of the **basic following**: Computer Education courses (0200300-380, 0200800-810, 0201300-360, 0201380, or 0200890),

or Journalism (1006300-330), or by the completion of one of the following JROTC programs (1800300-1800360, or 1801300-1801330, or 1802300-1802330, or 1803300-1803330) on a curriculum equivalency basis. [Florida Statute §1003.43 (1)(h) 2,3]

➤ **Fine and Performing Arts** - 1 credit in fine or performing arts, which may include speech and debate is required for students who entered **ninth grade in 2007-2008**. This requirement may also be fulfilled by completing the following:

- 2 years of ROTC. One credit of ROTC satisfies the performing arts requirement and one credit of ROTC satisfies the HOPE requirement. (See Physical Education section) [Florida Statute §1003.428 (2)(a) (5) (6)~~(5)~~-2007]

➤ **Fine and Performing Arts** - 1 credit in fine or performing arts is required for students who entered **ninth grade in 2008-2009**. The fine or performing arts, speech and debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory. [Florida Statute §1003.428 (5) (2008)]

➤ **Elective Credits** - 8½ elective credits for students who entered ninth grade prior to and including 2006-2007. [Florida Statute §1003.43 (1)(k)]

Students entering ninth grade in 2007-2008 and beyond must earn 8 credits in majors, minors, or electives. Four of the credits are to be 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 Florida Statute §1003.4156. 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. ~~Three of~~ These credits may be combined to allow for a second area of interest, a minor area of interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses. [Florida Statute §1003.428 (2) (b)]

Elective credit may be earned by taking the following courses: Voluntary Public Service (0500370) and Voluntary School/Community Service (2104330). [Florida Statute §1003.43 (3)]

Credit may not be granted toward high school graduation for students entering ninth grade prior to and including 2006-07 for the following [Florida Statute §1003.43 (7)]:

- more than a total of nine elective credits in remedial/compensatory programs
- more than one credit in exploratory vocational courses;
- more than three credits in practical arts, family and consumer science (home economics) courses;
- any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's Individual Education Plan or Progress Monitoring Plan (PMP), signed by the principal, the guidance counselor **and** the parent(s)/guardian(s) of the student **if the student is not 18 years or older**, or the student if the student is 18 years of age or older. [Florida Statute: §1003.43(7)(d)]

Community Service

Four-year 24 credit-option students entering grade nine in the 2004-2005 school year (Class of 2008) and thereafter, **must** provide documentation of 20 hours of community service, using the honor system, as a graduation requirement.

Graduation Requirements for Transfer Students

A student entering high school from another district, state or country is required to satisfy the graduation requirements common to the grade level entered, (i.e., a student transferring into grade 9 or 10 must fulfill the graduation requirements of that class). A student transferring into grade 11 or 12 **is eligible to receive a diploma from the School District of Palm Beach County if the student completes all scheduled courses and would be eligible for a high school diploma in the previous state, district, or country.** The student **must** take a full schedule of courses to comply as closely as possible with the graduation requirements of the class, but shall not be required to spend additional time in school in order to meet these requirements. Unless prescribed by his/her Progress Monitoring Plan (PMP), no **junior or senior student should will** be required to take concurrently two required courses in the same discipline.

However, the student shall be required to earn a **minimum** 2.0 grade point average in all courses taken in the School District of Palm Beach County and pass the FCAT or an alternate assessment (**approved subject area concordant score**). The three-time test administration requirement shall not apply to a student who **transfers in to enters** the Florida public school system **in grade 12 as a senior**. [Florida Statute §1003.433 and 1008.22 (9)(b)].

~~English Language Learners who enter the School District with incomplete records shall be placed in the English or English through ESOL class appropriate for their grade level.~~

Early Graduation for Four-Year 24-Credit-Option Students

Students who complete the requirements for graduation before the semester of graduation for their cohort class may elect to:

- Graduate **at the time when all end of the semester in which the** requirements have been completed.

OR

- **May** continue enrollment (**with the principal's permission**) as a full-time student in the School District of Palm Beach County **until the end of the regular school year in which their cohort class graduates**. The grades earned by the student will become a part of the student's permanent record and calculated in the student's GPA/HPA.

~~Such students **must** submit a request to graduate or continue enrollment to the principal prior to the beginning of the school year in which the student will complete the requirements for graduation. The students may continue as students in the School~~

~~District until the end of the regular school year in which their cohort class graduates.~~
The principal may deny continued enrollment for a student who has met graduation requirements. Early graduation students may participate in the end-of-year graduation ceremonies.

Advanced International Certificate of Education (AICE) Diploma Program and International Baccalaureate (IB) Program

Students who earn at least 24 credits and complete either the International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) curriculum requirements will satisfy district and state course requirements for graduation.

The Advanced International Certificate of Education (AICE) Diploma program is an international university curriculum and examination system. AICE courses are equivalent to those offered at a U.S. university freshmen level or beyond. AICE is administered and assessed by the University of Cambridge International Examinations (CIE) of the University of Cambridge. [Florida Statute §1007.27 (9)]

To fulfill Florida Statute §1003.43 requirements for the IB diploma curriculum, students must complete required coursework and internal and external assessment requirements for the IB diploma including satisfactory completion of the Extended Essay; Theory of Knowledge (TOK) course; and Creativity, Action, Service (CAS) activities. [Florida Statute §§1003.428 and 1007.27(8)]

The results of IB Examinations may 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. [Florida Statute §1007.27(8)]

Accelerated High School Graduation Options

There shall be no requirements for accelerated three-year high school graduation options in excess of the requirements in Florida Statute § 1003.429.

Prior to selecting an accelerated graduation option, the following requirements **must** be met:

- The student and the student's parent/guardian must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each graduation option. [Florida Statute §1003.429(2)(a)]
- The student must receive the written consent of the student's parent/guardian and submit a Graduation Intent Form (PBSD 2034) to the school counselor. [Florida Statute §1003.429 (2) & (4)]
- The student must select an accelerated graduation option prior to the end of their 9th grade year. This requirement is extended to the end of the first semester of the 10th grade year for students who entered a Florida public school after grade 9 upon transfer from a private school or another state, or who were prevented from choosing a graduation option due to illness during grade 9. [Florida Statute §1003.429 (4)]

Students entering ninth grade prior to the 2006-2007 school year shall have achieved at least a level 3 on FCAT reading, mathematics and writing on the **most recent assessments** taken by the student. [Florida Statute §1003.429(6)] If a student who has declared a three-year, 18-credit graduation option is not on track to meet the credit, assessment or grade point average requirements by the end of 10th grade, the school shall notify the parent of the following:

- the requirements that the student is not currently meeting
- the specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements
- the right of the student to change to the 4-year graduation option [Florida Statute §1003.429(7)]

A student who meets all of the accelerated high school graduation requirements is awarded a standard diploma in a form prescribed by the State Board of Education. [Florida Statute §1003.429(9)]

Parental Notification

The School Board shall provide each student in grades 6 through 9 and their parents with information concerning the 3-year and 4-year high school graduation options (general high school graduation, 3-year standard college preparatory program, 3-year career preparatory program), including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option. [Florida Statute §1003.429(3)]

~~**Three-year 18-credit College Preparatory Program – Students entering 9th grade during the 2004-2005 school year are eligible for this option if declared before July 1, 2004.**~~ [Florida Statute §1003.429]

~~The eighteen required credits listed below **must** be earned by the third year of high school. Students **must** earn a minimum 2.0 grade point average in the 18 required credits, and **must** attend three full years of school.~~ [Florida Statute §1003.429(6) (2005)]

- ~~**English** – 4 credits (English I, II, III, and IV) with major concentration in composition, reading for information, and literature~~
- ~~**Mathematics** – 3 credits at the Algebra I level or higher from the list of courses that qualify for state university admission~~
- ~~**Science** – 3 credits (1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science). Two courses must include a laboratory component.~~
- ~~**Social Studies** – 3 credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics)~~

- ~~Foreign Language~~—2 credits in the same second language unless the student is a native speaker of, or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and
- ~~Elective Credits~~—3 elective credits. These credits should align with university admission requirements. [Florida Statute §1003.429 (1)(b) (2005)].

Three-Year 18-Credit Career Preparatory Program – Students entering 9th grade during the 2004-2005 school year are eligible for this Option if declared by June 30, 2004. [Florida Statute §1003.429 (2005)]

The eighteen required credits listed below **must** be earned by the end of the third year of high school. Students **must** earn a minimum 2.0 grade point average in the 18 required credits and must attend three full years of school. [Florida Statute §1003.429 (1) (c) (2003)]

- ~~English~~—4 credits (English I, II, III, and IV) with major concentration in composition, reading for information, and literature
- ~~Mathematics~~—3 credits (one of which must be Algebra I)
- ~~Science~~—3 credits (1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science). Two courses must include a laboratory component.
- ~~Social Studies~~—3 credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics)
- ~~Foreign Language~~—2 credits in the same second language unless the student is a native speaker and can demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses or career preparatory courses; and
- ~~Elective Credits~~—3 elective credits in career preparatory courses.

Three-year 18-credit College Preparatory Program – for students who entered 9th grade during the ~~2004-2005~~ or 2005-2006 school year:
Students entering 9th grade are eligible for this option if declared after June 30, 2004. [Florida Statute §1003.429 (2005)]

Of the required 18 credits listed below, at least 6 **must** be in classes that are honors, dual enrollment, Advanced Placement, Advanced International Certificate of Education or International Baccalaureate. Students **must** attain an overall 3.0 weighted grade point average (HPA) in the 18 required courses and receive a grade that earns at least 3.0 weighted or unweighted points in each course. Students are required to attend three full years of school. [Florida Statute §1003.429 (6) (b) (1) (2) (2005)]

- **English** – Four (4) credits (English I, II, III, and IV) with major concentration in composition, reading for information, and literature.
- **Mathematics** – Three (3) credits at the Algebra I level or higher from the list of courses that qualify for state university admission.
- **Natural Science** – Three (3) credits (~~1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science~~). of which two courses must include a laboratory component.
- **Social Studies** - Three (3) (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics).
- **Foreign Language** – Two (2) credits in the same second language unless the student is a native speaker of, or otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses.
- **Elective Credits** - Three (3) elective credits. These credits should align with university admission requirements. [Florida Statute §1003.429(1)(b) (2005)]

Three-year 18-credit Career Preparatory Program – Students entering 9th grade during the 2005-2006 school year ~~and thereafter~~ are eligible for this option if declared after June 30, 2004. [Florida Statute §1003.429 (2005)]

Students **must** attain a **minimum** overall 3.0 weighted grade point average (HPA) in the 18 required courses and receive a grade that earns at least 2.0 weighted or unweighted points in each course. Students are required to attend three full years of school. [Florida Statute §1003.429(6)(b)(1)(2) (2005)]

- **English** – 4 credits (English I, II, III, and IV) with major concentration in composition, reading for information, and literature.
- **Mathematics** – 3 credits of which one must be Algebra I.
- **Natural Science** – Three (3) credits (~~1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science~~). of which two courses must include a laboratory component.
- **Social Studies** - 3 credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics).
- **Vocational/Career Education Prep** – 3 credits in a single ~~vocational or~~ Career Education ~~prep~~ program **OR** 3 credits in a Career and Technical certificate dual enrollment ~~courses program~~ **OR** 5 credits in ~~vocational or~~ Career Education ~~prep~~ courses.

- **Elective Credits** - 2 elective credits unless 5 credits are earned as referenced above.

Three-Year 18-Credit College Preparatory Program – Students entering ninth grade during the 2006-2007 school year and thereafter are eligible for this option.

This option includes the same graduation criteria as the Three-year College Prep option for those students entering during the ~~2004-2005~~ or 2005-06 school year with the exception of the following:

- Six credits must be in dual enrollment, AP, IB or AICE courses. Honors courses are not included in this requirement.
- An overall 3.5 grade weighted point average is required in the courses required for this option.

Placement into the Four-Year 24- Credit Graduation Option

Students in any three-year 18-credit graduation option will be placed into the four-year 24-credit option under any of the following conditions:

- Less than 5 credits are attained by the end of the 9th grade year
- Less than 11 credits are attained by the end of the 10th grade year
- A score of 3.0 or higher is not achieved on FCAT Writing
- All criteria for the three-year graduation option program have not been met by the end of summer school of the third year
- Student exercises his/her right to change to a four year program. [Florida Statute §1003.429(8)]

Further information regarding the 24 and 18 credit options can be found in the Student and Family Handbook that is located on the School District's *Document Center* web site at <http://www.palmbeach.k12.fl.us/documents/>.

COURSE MODIFICATIONS

English Language Learners (ELLs)

English Language Learners (ELLs) will be enrolled in English through ESOL I, II, III and IV or English I, II, III and IV to guarantee the necessary credits needed for graduation. Any exceptions **must** be documented through an ELL Committee meeting.

Students with an Active Section 504 Accommodation Plan

~~The Child Study Team (CST) or 504 Team (multidisciplinary team) must meet and determine if a documented disability substantially limits the individual student's ability to care for one's self at school (i.e., walk, see, hear, speak, breathe or learn in the school environment).~~ The Multi-Disciplinary Team (MDT) Child Study Team (CST) or 504 Team must meet as necessary to determine if a student's mental or physical impairment substantially limits one or more of an individual student's major life activities,

such as learning, walking, seeing, hearing, speaking, and/or breathing. The team will consider a variety of sources such as: medical information, behavioral observations, checklists, classroom tests, teacher recommendations/reports, current grades, academic history, standardized-test reports or other reports. Any deviation and/or exemptions to the general-education content requirements would be the decision of the CST/504 team (with parent(s)/guardian(s) notification) and would be addressed on the Section 504 Modification Plan. Thus, the individual student's [Active Section 504 Accommodation](#) Plan would document the modification to the general-education content requirements needed for that student to ensure an equal opportunity to master the general-education content requirements.

ESE-Eligible Students

An ESE-eligible student is awarded credit toward a standard diploma under the following conditions:

- takes and passes a course with regular students that is modified to accommodate the student's exceptionality; **AND/OR**
- takes an ESE course that is equivalent in content level or student performance level and the School District indicates that the course is a modification of a course which is applicable for a regular diploma; **AND/OR**
- takes an ESE course as an elective. [Florida Statute §1003.43 (4) (a) & (b) & (11) (a)]

The School District approves modifications to general education courses, vocational courses, ESE courses and programs of study, as necessary, to ensure students with disabilities the opportunity to meet graduation requirements for a regular diploma. Modifications to general education courses shall not include modifications to the curriculum descriptions/frameworks or student performance standards. (State Board of Education Rule § 6A-6.0312) When modifying vocational courses, the particular outcomes and student performance standards that a student **must** master to earn credit **must** be specified on the student's IEP.

Course modifications may include any or all of the following:

- alternate instructional materials)
- amount of instructional time
- instructional methods
- test administration procedures
- class section assignment
- special communication systems

GRADUATION REQUIREMENTS FOR A SPECIAL DIPLOMA [Florida Statute §1003.438]

The document *Florida Course Descriptions, Exceptional Student Education* (www.firm.edu/curriculum/crscod/crshome.htm) contains a listing and description of course options available along with suggested course performance objectives and credit requirements.

Students entering high school ~~in the year 1999-2000 and thereafter~~ must demonstrate mastery of the Sunshine State Standards for Special Diploma at a level (independent, supported or participatory) to be determined, and reviewed at least annually, through the Transition IEP process. The document titled *Expected Levels of Functioning Sunshine State Standards for Special Diploma* shall be used to document a student's expected level of functioning on each of the standards. This form shall be kept with the IEP document.

As all ESE courses are repeatable or multi-credit, the particular course requirements and course performance objectives that a student **must** master to earn each credit **must** be specified on an individual basis for each student. Targeted course requirements and objectives and a record of individual student mastery **must** be documented in one of two ways: (1) use of the CD-ROM ESE *Instruction Manager* or (2) a school/teacher developed student course achievement record.

Moved from H/45-46

Nothing contained in this document shall be construed to limit or restrict the right of an ESE-eligible student solely to a Special Diploma. [Florida Statute §1003.438] The parents of each student eligible for a Special Diploma shall be notified through the IEP process of the diploma options available. (State Board of Education Rule 6A-1.09961)

A change ~~Movement~~ between the Special Diploma Option 1 or Option 2 ~~must be is~~ determined by the IEP Team. Application credits earned under Option 2 will be transferred toward Option 1. All other course credit requirements for Option 1 **must** be met. Students who have not received a Standard Diploma may continue to receive a Free Appropriate Public Education (FAPE) through the ~~end of the school year in which the student turns twenty-two (22) years old. of their 22nd birthday~~

Special Diploma Option 1 (Florida Statute 6A 1.09961)

~~The following credit requirements are effective for students entering grade 9 prior to the 2000-2001 school year:~~

~~Required Subjects*~~

English.....	4 credits**
Mathematics.....	4 credits**
Social Studies.....	3 credits***
Science.....	3 credits***
Physical Education.....	1 credit
Electives.....	9 credits

~~* Course credit requirements for moderately and severely/profoundly disabled students shall be based upon coursework appropriate for these disabilities and/or specifically identified Individual Education Plan (IEP) objectives. This includes requirements both for number of credits and subjects taken.~~

~~** Appropriate vocational courses may be substituted for two English and/or mathematics credits as indicated by the student's IEP.~~

~~*** Appropriate vocational courses may be substituted for three science and/or social studies credits as indicated by the student's IEP.~~

The credit requirements listed below are effective for students entering ninth grade during the 2000-2001 school year and thereafter. Required credits for students identified as mildly disabled such as: educable mentally handicapped, hearing impaired, specific learning disabled, emotionally/behaviorally disordered, physically impaired, or language impaired:

Reading	2 credits ♦
English.....	2 credits
Mathematics	3 credits
Social Studies.....	2 credits
Career Preparation	1 credit
Life Management and Transition	1 credit
Science.....	2 credits ♦ ♦
Physical Education	1 credit
Electives	10 credits

Course credits from a standard diploma course may be substituted for a special diploma course in the same subject area.

- ♦ NOTE – Intensive Reading (1000410) may substitute for Reading 9-12 (7910400) credits. Intensive Math (1200900) may substitute for Math 9-12 (7912050).
- ♦♦ Health and Safety 9-12 (7920050) is required to satisfy the science course requirement.

The Career Preparation course **must** be successfully completed prior to taking the Career Placement course. Additional vocational courses may be substituted for one science and/or one social studies credit as indicated on the student's IEP.

Required credits for students identified as moderately or severely/profoundly disabled such as trainable mentally handicapped, profoundly mentally handicapped, dual sensory impaired, and autistic:*

Academic and/or Supported Area Level Courses.....	13 credits**
Life Management and Transition or Preparation for Post-school Adult Living.....	1 credit
Physical Education	1 credit
Electives	9 credits

For severely/profoundly disabled students, an IEP Team can recommend one credit of Leisure and Recreation Skills (7962030) as a substitute for full-year Physical Education.

- * Students with these identified disabilities may earn a special diploma under Option 1 through either set of course credit requirements as indicated by the student's IEP. Additionally, students classified as profoundly mentally handicapped may qualify for a special diploma by obtaining 24 appropriate Participatory Area Level 9-12 course credits as indicated by the IEP.

** Appropriate vocational courses may be substituted for five courses under the Academic and/or Supported Level course requirements as indicated by the student's IEP.

A **minimum** 2.0 cumulative GPA must be earned for all credits applied toward graduation. (State Board of Education Rule 6A-1.0995 (2); 6A-1.0996)

Special Diploma Option 2 (Florida Statute 6A 1.09961)

The student **must**:

1. be properly classified, in accordance with State Board of Education Rules, as educable mentally handicapped, hearing impaired, specific-learning disabled, trainable- mentally handicapped, emotionally behaviorally/disordered, physically impaired, language impaired, or profoundly handicapped, autistic, profoundly mentally handicapped or dual sensory impaired);
2. be at least sixteen (16) years of age;
3. be successfully employed in the community for a minimum of one semester, **and paid at or above minimum wage in compliance with the requirements of the Fair Labor Standards Act;**
4. achieve all employment and community competencies as specified on the **student's** Transition IEP;
5. demonstrate **one-hundred percent (100%)** mastery of exit competencies as indicated on the student's ~~signed~~ Graduation Plan Form. **The Graduation Plan shall be developed and signed by the student, parent teacher and employer prior to placement and shall identify the expected employment and community competencies, the criteria for determining and certifying mastery, the work schedule and minimum hours to be worked per week and a description of supervision by School District staff.**
6. have completed a minimum of one semester in a high school level program; **and** prior to employment, have successfully completed at least one semester of a high school job preparatory course (such as: ESE Career Preparation, ESE Job Preparatory Education, ESE Career Experiences, etc.) and have demonstrated mastery of pre-employment competencies.
7. **A student beginning Option 2 in grades 9-11 shall have the** grade level ~~will~~ reflect grade 12 upon nine (9) weeks of successful employment.

Specific policies and procedures for implementing the requirements for a special diploma utilizing Option 2 are contained in the *Graduation Option Two Implementation Manual* and are hereby incorporated by reference and made part of the requirements.

~~Nothing contained in this document shall be construed to limit or restrict the right of a student with a disability solely to a Special Diploma. [Florida Statute §1003.438] The parents of each student eligible for a Special Diploma shall be notified through the IEP process of the diploma options available. (State Board of Education Rule 6-1.0996 (1))~~

~~Movement between the Special Diploma Option 1 or Option 2 is determined by the IEP Team. Application credits earned under Option 2 will be transferred toward Option 1. All other course credit requirements for Option 1 **must** be met. Students who have not received a Standard Diploma may continue to receive a Free Appropriate Public Education (FAPE) through the school year of their 22nd birthday.~~

~~GRADE POINT AVERAGE (GPA) REQUIREMENTS—MOVED TO H/33~~

~~GPA is defined as that numerical average represented by the point value of the letter grades earned divided by the number of courses. The point value is based on a standard scale of 4.0 with no weighting factor for different levels of difficulty. The scale is based on 4.0 (A), 3.0 (B), 2.0 (C), 1.0 (D) and 0 for any other grade. [Florida Statute §1003.437]~~

(Moved to H/37)

Athletic Eligibility

The eligibility by-laws of the Florida High School Activities Association, the governing body for high school athletics, shall be enforced. To be eligible to participate in interscholastic extracurricular student activities, students must maintain a **minimum** cumulative GPA of 2.0 ~~or above~~ and fulfill the other requirements as stated in Florida Statute §1006.15 (3) (a) and School Board Policy 5.60. A student who is eligible at the beginning of a semester shall be eligible during the remainder of the semester, except for lack of attendance, improper conduct or other valid reasons which may cause the principal to declare the student ineligible before the end of the semester. (School Board Policy 5.60)

Extracurricular Activities for Home Education Students [Florida Statute §1006.15 (3)(c)]

Registered home education students are eligible to participate in extracurricular activities at the public high school to which they would have been assigned by the School District or as provided in School Board Policy 5.60 (7). In order to participate, the home education student **must** meet the same eligibility requirements of the special activity as established for all regularly attending students.

DIPLOMAS

The School District of Palm Beach County will certify completion of a course of study with one of the following:

- (1) **Standard Diploma** - awarded to students who meet all criteria established by the School Board and state law. [Florida Statute §1003.43 (10) (a); 1003.429 (9)]; (State Board of Education Rule 6A-1.0995 (1))
- (2) **Diploma with Academic Honors** - awarded to students who meet all criteria established by the School Board and state law for a regular diploma and who have an unrounded cumulative honors grade point average of at least 3.5 **and** a minimum combined score of 1270 on the critical reading and math sections of the SAT or minimum composite score of 28 on the American College Test (ACT).

- (3) **International Baccalaureate Diploma** - awarded to students who meet defined standards and conditions as established by the International Baccalaureate Organization (IBO).
- (4) **Advanced International Certificate of Education Diploma**- awarded to students who meet defined standards and conditions as established by the University of Cambridge.
- (5) **Special Diploma** - awarded to students who complete an appropriate course of study and satisfy all applicable School Board and state requirements for students with disabilities. [Florida Statute §1003.438]

CERTIFICATES OF COMPLETION [Florida Statute §1003.428 (7)(b)] (State Board of Education Rule 6A-1.0995 (3))

- (1) **Standard Certification of Completion** - awarded to students who meet all criteria established by the School Board and state law except for passing the required state assessment and/or the required **minimum** 2.0 cumulative grade point average. [Florida Statute §1003.438]

Any student who is otherwise entitled to a certificate of completion may elect to remain in the high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies. [Florida Statute §1003.43(10) (b); 1003.428 (7)(b)]

A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma dated the school year in which the requirements are completed. [Florida Statute §1003.43(10)(a) and (b)]

Students who receive a Standard Certificate of Completion have the following options:

- Continue to take the FCAT
- Take ACT or SAT and earn the scores concordant with FCAT
- Return to school for a 13th year to remediate the FCAT and/or GPA
- Stay in school and enroll in a GED Exit Option Program
- Enroll in a Adult GED Program or credit program
- Take the College Placement Test and attend Palm Beach Community College while continuing to take the FCAT, if the only graduation deficiency is FCAT.

Additionally, the awarding of a certificate of completion is limited to those students choosing the twenty-four (24) credit general high school graduation program and is not applicable to the three-year graduation programs. [Florida Statute §1003.428(7) (b)]

- (2) ~~**Special Certificate of Completion**—awarded to students who meet all state and district criteria for a Special Diploma Option 1 except for demonstrating mastery of state minimum student performance standards or Sunshine State Standards for Special Diploma and/or attaining the required minimum 2.0 cumulative grade point average. A student who receives a Special Certificate of Completion and~~

~~subsequently satisfies the standards for a diploma may exchange this certificate for a diploma.~~

- (3) ~~Career Education Certificate of Program Completion~~ awarded (in addition to a diploma) to students successfully completing a vocational job preparatory program as outlined in the State of Florida Department of Education and the School District of Palm Beach County Educational guidelines [Florida Statute §1003.431 & 1003.491] (Move to H/14)

RECOGNITION OF VALEDICTORIAN/SALUTATORIAN

To be eligible for valedictorian or salutatorian recognition, a student must have attended the same Palm Beach County School District public school for three years, two of which must be the junior and senior years. A student who is required to change schools due to a District initiated boundary change will be eligible to share the recognition as valedictorian or salutatorian with a fully eligible student, without meeting the three-year attendance requirement in the same school. However, the student must have been enrolled in District public schools for three years.

Students selecting a three-year graduation option may be eligible for co-valedictorian/salutatorian, but an early admission student enrolled full-time in a college or university will not be eligible for this recognition.

Valedictorian/Salutatorian Calculation

- The valedictorian/salutatorian award will be based on grades earned after promotion from eighth grade through the first semester of twelfth grade.
- The valedictorian will be the student with the highest honor point average (HPA), carried to the ten-thousandth place.
- The salutatorian will be the student with the second highest HPA, carried to the ten-thousandth place.
- In the case of a tie for the highest HPA, co-valedictorians will be named, and the student with the third highest HPA will be designated as salutatorian. In the case of a tie for the second highest HPA, co-salutatorians will be named.

Florida Department of Education Bright Futures Scholarship Program [Florida Statute §1009.531]

The Florida Bright Scholarship Program consists of three awards: 1) Florida Academic Scholars Award, 2) Florida Medallion Scholars Award, and 3) Florida Gold Seal Vocational Scholars Award.

Each award has its own academic eligibility requirements, award amounts, and funding length. A student may receive funding for only one of the above awards. The highest award earned by the student will be selected. [Florida Statute §§1009.53 et seq.]

A Bright Futures Scholar **must:**

- be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the postsecondary education institution,

- earn a standard Florida high school diploma or its equivalent or be accepted and enroll in an eligible Florida postsecondary education institution,
- **not** have been convicted of, or have pleaded nolo contendere (no contest) to, a felony charge, **and** begin using the award within three years of graduation from high school and attend a Florida public or private postsecondary institution for at least six credit hours per semester. **An initially eligible student who enlists in the military immediately after high school graduation begins his/her three-year period upon date of separation from active duty.** [Florida Statute §1009.531]

Home education students may apply for the Bright Futures Scholarship Program if registered with the School District's Home Education Office during grades 11 and 12 with qualifying SAT or ACT scores. The parent/guardian must submit a Bright Futures District Confirmation Form to the Home Education Office for verification of registration.

Florida Academic Scholars Award [Florida Statute §1009.534]

The Florida Academic Scholars Award is available to a student who satisfies **ONE** of the following:

(1) The student:

- graduates with a 3.5 weighted GPA, based on the state weighting system for the Bright Futures scholarships, in the following college preparatory courses:
 - 4 English (3 with substantial writing)
 - 3 Mathematics (Algebra I, Geometry, Algebra II, and above)
 - 3 Science (2 with labs)
 - 3 Social Science (ANY)
 - 2 Foreign Language (same language)
 - 4 Additional Academic Units, optional to raise GPA,
- has a minimum combined score of 1270 on the critical reading and math sections of the Scholastic Assessment Test 1 (SAT) or a minimum composite score of 28 on the American College Test (ACT); **AND**

➤ completes seventy-five (75) hours of community service; **OR**

- (2) The student is a National Merit or Achievement Scholar or finalist and completes seventy-five (75) hours of community service; **OR**
- (3) The student is a National Hispanic Scholar and completes seventy-five (75) hours of community service; **OR**
- (4) The student has received an International Baccalaureate (IB) Diploma and completes seventy-five (75) hours of community service; **OR**
- (5) The student has completed the IB curriculum **AND** has a minimum combined score of 1270 on the critical reading and math sections of the SAT or minimum composite score of 28 on the ACT; and completes seventy-five (75) hours of community service; **OR**
- (6) The student enters the early admissions program with the minimum combined score of 1270 on the critical reading and math sections of the SAT or a minimum composite score of 28 on the ACT, a 3.5 HPA in curriculum

courses completed and completes seventy-five (75) hours of community service.

Academic scholars will receive full tuition and required fees for up to one-hundred thirty two (132) semester hours toward completion of an undergraduate degree and the Florida Legislature will annually determine the amount of the college-related expense allotment beginning with the 2008-09 academic year. ~~or certificate and \$600 annually.~~
[Florida Statute §1009.534]

Florida Medallion Scholars Award [Florida Statute §1009.535]

The Florida Medallion Scholarship is available to a student who:

- (1) graduates with a 3.0 weighted GPA, based on the state weighting system for Bright Futures Scholarships in the 15 credits identified by the Florida Board of Regents as college preparatory courses (these are the same credits as required for the Florida Academic Scholars Award); **AND**
- (2) attains a minimum score of 970 on the on the critical reading and math sections of the Scholastic Assessment Test (SAT), or a minimum composite score of 20 on the American College Testing Program (ACT) Test; **OR**
- (3) is a National Merit or Achievement Scholar or finalist who has not completed seventy-five (75) hours of community service; **OR**
- (4) is a National Hispanic Scholar who has not completed seventy-five (75) hours of community service; **OR**
- (5) completes an IB Curriculum AND has a minimum combined score of 970 on the 1270 on the critical reading and math sections of the SAT or a minimum composite score of 20 on the ACT; **OR**
- (6) enters an early admissions program with the minimum score of 970 on the critical reading and math sections of the SAT or a minimum composite score of 20 on the ACT and has a 3.0 HPA in curriculum courses completed.

Florida Medallion Scholars will receive 75 percent (75%) of tuition and required fees (including lab fees up to \$300 per semester) for up to one-hundred thirty two (132) semester hours toward completion of an undergraduate degree or certificate. Florida Medallion Scholars who attend public community colleges as associate degree-seeking students will receive funding for an amount equal to 100% of tuition and fees (including lab fees up to \$300 per semester). (Florida Department of Education-<http://www.floridastudentfinancialaid.org/ssfad/bf/>)

Florida Gold Seal Vocational Scholars Award [Florida Statute §1009.536]

The Florida Gold Seal Vocational Scholars Award is available to a student who:

- (1) completes 15½ required credits listed below with a weighted GPA of 3.0
 - 4 English
 - 3 Mathematics
 - 3 Natural Science
 - 3 Social Science (American history, world history, American government, and economics)

- 1 Practical Arts; OR 1 Performing Arts; OR ½ credit in each
- ½ Life Management
- ½ Personal Fitness
- ½ Physical Education

(Vocational Scholars Award does not require college-preparatory courses)

- (2) completes three secondary school vocational credits (excluding OJT) in a sequential program of study;
- (3) earns a 3.5 unweighted GPA in a minimum of three (3) sequential vocational credits;
- (4) receives a passing score on the College Placement Test (CPT) equivalency with scores on the SAT/ACT as determined by State Board of Education Rule 6A-10.0315.

Gold Seal Vocational Scholars will receive 75 percent (75%) of tuition and required fees for up to forty-five (45) semester hours per year for two years in a public post-secondary educational institution.

REPORTING STUDENT PROGRESS

PARENT(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS

1. All notifications to parent(s)/guardian(s) of English Language Learners must be understandable to them (in home/native language whenever feasible).
2. School center personnel will notify parent(s)/guardian(s) in writing of promotion/graduation requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [Florida Statute §1003.429 (1)] The requirements are also included on the District's website within the posted Student Progression Plans.
3. Parent(s)/guardian(s) of a student who is in danger of failing a course or not meeting promotion requirements **must** be notified in writing at mid-term or at any time thereafter when a student is in danger of not meeting the course/promotion/graduation requirements.
4. At the end of each semester, parent(s)/guardian(s) of students who do not meet promotion/graduation requirements will be notified in writing of the requirements for remediation and/or credit accrual programs.
5. A report card is issued to each student at the end of each nine-week marking period and serves as a written notification of the student's progress. The report card issued at the end of each semester indicates if the student will receive credit for each course and reflects the student's attendance. [Florida Statute §§ 1002.20 (14); 1003.02 (1); 1003.33] The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade-level, acceptable or unacceptable behavior and attendance and promotion. [Florida Statute §1003.33 (2)]

6. At the end of each semester, notification **must** be made to the parent(s)/guardian(s) of each student who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation. [Florida Statute §1003.43 (5)(e) 2] This notification shall include an explanation of the policies the School District has put in place to assist the student in meeting the grade point average (e.g., homework hot-line, forgiveness policies, summer session, counseling, tutoring, DOP programs and study skills courses). For those students identified as substantially deficient in reading, writing, mathematics, and/or science, remediation will be provided through implementation of a student's individual education plan (PMP, IEP, English Language Learners (ELLs) Plan, [Accommodation](#) Plan) developed in consultation with parent(s)/guardian(s). The student's individual plan, with the signature(s) of parent(s)/guardian(s), will serve as written notification as required by *Florida Statute §1008.25*.

FREQUENCY OF GRADE REPORTS [Florida Statute §1003.33 (1)]

All secondary schools in the School District of Palm Beach County report grades on a nine-week schedule. Parents(s)/guardian(s) of a student with disabilities who are enrolled in ESE programs **must** also be informed of their child's progress towards his or her annual IEP goals at least as often as their non-disabled peers receive progress reports during each nine-week period. A statement specifying the method and frequency in which an ESE student with a disability's progress is reported is included in the student's IEP.

MID-TERM PROGRESS REPORTS

Within each grading period, teachers will provide every student who is failing or performing below expectations with a written progress report listing areas of strength, areas requiring improvement, current grade average and attendance. This report is issued during the middle week of each grading period or any time thereafter if a student's grade/performance drops to failing.

Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** be informed of their child's progress at least as often as the general education students.

RULES OF GRADING FOR ALL STUDENTS

1. Grades are based on the quality of student performance relative to expected levels of achievement of the *Sunshine State Standards*, the course frameworks and/or course syllabus approved by the principal/designee.
2. Quality of work will be assessed by multiple measures including but not limited to:
 - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation, laboratory practicals and demonstrations);

- classroom assignments (paper and pencil assignments; reports, term or research papers; models; projects; exhibits; posters; and computer programs; ~~and homework~~);
 - homework (School Board Policy 8.16)
 - examinations (paper and pencil tests including essay, multiple choice and completion; oral tests; and skill tests requiring demonstration);
 - alternate methods (portfolios and performance assessments). [Florida Statute §1003.33 (1) (a)]
3. A sufficient number of grades will be recorded to justify the marking-period grade. A marking-period grade is not based solely on a single project.
 4. A recorded grade (with the exception of **I** and **M**) may **NOT** be changed after report cards are printed except by one of the following procedures:
 - The change is initiated by the teacher and approved by the principal. **Signatures of both the teacher and the principal are required; OR**
 - The change is initiated by the principal and approved by the area Superintendent. **Signatures of both the principal and the area Superintendent are required.** The teacher will be consulted prior to the initiation of grade change by the principal if the teacher is on duty. If the grade change is initiated when the teacher is not on duty, the teacher will be notified in writing upon his/her return.

In either case, **any grade change** requires **two signatures** on the form *Grade and/or Course Change Documentation* (PBSD 0797) indicating the change and the reason for the change. The procedures to correct a student record are set forth in School Board Policy 5.1816.

5. An **I** (Incomplete), unless changed, remains on the report card and the final semester average will compute to an **F**.
6. An **N*** given for attendance reasons may be removed only after the student has satisfactorily demonstrated mastery of the subject. Unless changed, a grade of **N*** will result in a final semester average of **F**.
7. Grades are not required for a student who enters a class toward the end of second or fourth marking period. A grade of **M*** may be recorded on the report card for a student who has not been enrolled a sufficient number of days to be evaluated.
8. Academic performance and behavior **must** be evaluated independently (see the *Reporting Student Conduct* section). Homework and behavior are important to a student's academic progress and a portion of a student's grade should be based on completion of homework assignments. (School Board Policy 8.16)

9. Grades for students with disabilities in ESE courses should be based on performance in the multiple credit course curriculum objectives as indicated on the IEP.
10. The grade of **P** (**Pass**) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Palm Beach County cannot be obtained. It is also used when **P** is specified on an official transcript. A grade of **P** is a transcript grade only, *not* a report card grade. It results in credit for coursework, but does not affect the grade point average (GPA).

*These grades are for report card purposes only. Unless changed, a grade of N or I will cause the semester average to be computed as an F on the student transcript.

Grade of **P** is a transcript grade only, *not* a report card grade. It results in credit for coursework, but does not affect the grade point average (GPA).

The content in the *Rules of Grading for All Students* section also applies to students with disabilities in general education courses.

ESE students with disabilities should have the opportunity to earn grades that are equivalent to the grades earned by non-disabled students. No student should be denied the opportunity to earn above-average grades because of a disability.

DESCRIPTION AND DEFINITION OF GRADES

The grading system and interpretation of letter grades for all high schools must comply with the grade scale identified in Florida Statute §1003.437. Grade averages are calculated to two decimal places (with no rounding). For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 becomes a “B”, while 79.49 is a “C”).

Grade of **A**: Outstanding Progress (**90 – 100**)

Indicates thorough mastery of the subject or area as reflected in daily work, reports, tests, examinations, etc.

Grade of **B**: Above Average Progress (**80 – 89**)

Indicates above average achievement, consistent effort as reflected in daily work, tests, reports, examinations, etc.

Grade of **C**: Average Progress (**70 – 79**)

Indicates average achievement in daily work, reports, tests, examinations, etc.

Grade of **D**: Lowest Acceptable Progress (**60 – 69**)

Indicates below average work in a majority of assigned areas.

Grade of **F**: Failure (**below 60**)

Indicates unsatisfactory or failing work in a majority of assigned areas.

Grade of **I**: Incomplete*

Indicates a problem that causes the student's work to be incomplete. For example:

- student has not been enrolled in a class long enough to determine a grade
- transfer student's grades from previous school have not been received
- delayed dual enrollment grade

Grade of **N**: Attendance Problem*

Indicates the student has exceeded the absence limits. An **N** (no credit) is recorded as the semester exam grade when the student has not been in attendance for 67 ½ hours per semester per course and has not demonstrated mastery as described (see the School District's High School Student Progression Plan's Attendance Requirements for Earning Credit section). For the purposes of grade calculation, a grade of **N** will result in a semester grade of **F**.

Grade of **M**: Valid Missing Work*

Indicates the student was not scheduled in the class for the entire course. Semester credit is not awarded for the course. Approval of the principal is required for the grade of **M**.

Grade of **W**: Withdrawn*

Indicates withdrawal from a course. A grade of **W** should be used in special situations where it is necessary that the record of the student in the course remain on the report card with a final average of **W**. The course and grades will not be transferred to the permanent academic history for the student.

Grade of **E**: Examination Exemption*

Indicates the student is exempt from the semester examination.

*These grades are for report card purposes only. Unless changed, a grade of N or I will cause the semester average to be computed as an F on the student transcript.

Grade of **P** is a transcript grade only, *not* a report card grade. It results in credit for coursework, but does not affect the grade point average (GPA).

REPORTING STUDENT CONDUCT [Florida Statute §1003.33(1)(b)].

At the secondary level, teachers record their best judgment of how each student's behavior affects learning in the classroom. The following are the general descriptions used in secondary schools.

- 4 Student's behavior very constructive to learning.
- 3 Student's behavior generally supportive of learning.
- 2 Student's behavior detrimental to own learning.
- 1 Student's behavior detrimental to own learning and/or learning of others.

Student conduct indicators are separate from the grade earned for the marking period. These conduct indicators reflect the student's overall conduct in all class activities and cannot be cause for lowering an academic grade.

HONOR POINTS

The School District uses a weighted system to calculate the student's honor point average (HPA). The standard scale is based on 4.0 (**A**), 3.0 (**B**), 2.0 (**C**), 1.0 (**D**) and 0 for any other grade. The grade received in a course is weighted according to the level of the course as **indicated** in the course descriptions provided by the Department of Secondary and Career Education.

- Regular-level courses use the standard scale.
- Honors-level and gifted-level courses are weighted at 1.125 times the standard scale.
- Advanced Placement (AP) courses offered through the College Board are weighted at 1.50 times the standard scale. In order to obtain the 1.50 weighting, a student **must** take the standardized AP examination in May.
- International Baccalaureate courses are weighted at 1.50 times the standard scale with the following exceptions: Trigonometry IB (Course #1211800) and Analytic Geometry IB (Course #1206800) are weighted at 1.125 times the standard scale.

Students taking courses through the Dual Enrollment Program receive weighted points based on the level designated for the course. Courses numbered 1000 and 2000 level receive honors-level credit (1.125 times the standard scale) and courses numbered 3000 and above receive AP-level credit (1.50 times the standard scale). Yet, beginning with students entering grade nine in the 2006-2007 school year, all dual enrollment classes must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses. [Florida Statute §1007.271 (16)]
SPECIAL NOTE: See Dual Enrollment Program section for exceptions to AP-level weighting. Students may select colleges or universities other than those that have interinstitutional agreements with the School District of Palm Beach County. However, the parents(s)/guardian(s) and/or students will be responsible for payment of fees. **Credit earned in a postsecondary school not a part of the dual enrollment program will NOT be included in HPA calculations. Approval from the principal in writing is required prior to enrollment.**

CALCULATION OF SEMESTER GRADES

The semester grade is calculated on a 4.0 system and converted to a letter grade. The following grade point minimum values are used to calculate letter grades:

3.6 – Above	=	A
2.6 - 3.59	=	B
1.6 - 2.59	=	C
0.6 - 1.59	=	D
Below 0.6	=	F

High school course grades are reported on student transcripts as semester grades. Each marking period grade counts 40% of the semester grade. Semester examinations at the high school level count 20% of the final semester grade. High school students are required to take a semester examination for each course excluding the exemptions

noted below. Semester grades for each course are calculated by the School District computer. Each nine-week grade value is multiplied by 2 and added to the semester examination grade value; the total is divided by 5.

To receive a passing grade for the semester, the student *must* earn passing grades in two of the three grades used to calculate the semester average. [Florida Statute §1003.436 (2), as modified by Charter School District Waiver #6]

All make-up work should be completed within two weeks of the end of the semester unless the principal decides that an exception is warranted.

Exemptions from Semester Examinations

Graduating seniors who have received passing grades in each of the third and fourth nine weeks and who have been in attendance for a minimum of 67 1/2 hours for the semester, may, at their option, be exempt from the final examination. Should the graduating senior choose NOT to take the final examination, the semester grade will be determined by the average of the third and fourth grading period grades. If these are adjacent grades, the average will be the fourth quarter grade. A graduating senior, who has attended high school for nine semesters or more is not exempt from the final examination. This includes fifth year graduating seniors who are **not** exempt from first semester or final examinations.

~~To be considered for a second semester examination exemption the student must:~~

~~► Score a level 3, 4, or 5 (i.e., is proficient) in reading, mathematics, science or writing. On FCAT, any student whose score decreases by one or more levels in any of the above subject areas is not eligible for a semester examination exemption.~~

~~► Make a learning gain on FCAT while remaining in achievement level 1 or 2:~~

~~1. Non-retained students~~

~~a. Make more than one year's growth in reading by gaining 78 developmental scale score (DSS) points or more at grades 9 and 10; in mathematics by gaining 55 DSS points at grade 9 and 49 DSS points at grade 10.~~

~~b. Improve from level 1 to level 2.~~

~~2. Retained students who are currently repeating grade 9 or 10~~

~~a. Improve a level.~~

~~► To earn an examination exemption students cannot exceed more than 10 days of absences for the semester (5 absences for block scheduling).~~

~~Semester Examination Exemptions by Course:~~

Second Semester Examination Exemptions

	Reading Courses	Mathematics Courses	Science Courses	English Courses
Meets Reading Criteria	Yes			Yes
Meets Math Criteria		Yes		
Meets Science Criteria			Yes	
Meets Writing Criteria				Yes

Students may not be exempt from academic performance requirements 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. [Florida Statute §1003.33(2)]

FORGIVENESS RULE [Florida Statute § 1003.43 (5)(e); 1003.413 (3)(e); 1003.428 (4)(d) ~~(2007)~~]

- Students may repeat a course for forgiveness if a grade of *F* or *D* (Ds on a space-available basis) is earned in a course.
- Forgiveness for required courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of 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," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course.
- A course is forgiven only if a student receives a grade of **C or higher**.
- Students earning a grade of **D** on the repeat effort of the same course earn credit for that course, however, the initial failing grade is not forgiven. Students may again choose to repeat the same course, and upon earning a grade of **C or higher**, all earlier grades will be forgiven.
- In all cases of grade forgiveness, only the new grade, of C or higher, shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.
- ~~➤ Elective courses may be forgiven with a grade of "C" or higher, earned subsequently in the same or comparable course.~~
- ~~➤ Students who receive a grade of **F or D** in a multiple-credit course may re-take that course for forgiveness. However, the student will not receive additional credit if the grade being forgiven is a **D**.~~

- ~~Schools may re-issue an earned credit for an forgiven grade of **D** in a multiple-credit course on a case-by-case basis. In this instance, both attempts in the multiple-credit course will count toward the student's GPA.~~
- ~~When a student fails a course and substitutes another course to satisfy a graduation requirement, the grade in the failed course will be included in the calculation of the grade-point average **with the following exceptions:**~~
 - ~~If a student earns an F in the first semester of a full-year course AND the teacher, student, counselor and parents deem that the student has been inappropriately placed, that student may be scheduled into an equivalent lower-level course (or a two-year equivalent class) for second semester. The student may then take the first semester of the lower-level or two-year equivalent course as forgiveness for the F earned in first semester.~~
 - If a student withdraws from the International Baccalaureate (IB) Program, the student may take an equivalent or lower-level course for forgiveness of a **D** or **F** earned in an IB course (Example: AP Calculus or Calculus Honors for forgiveness of Calculus IB).

For these exceptions, the provisions of the Forgiveness Rule listed above are in effect.

- In all cases where courses are forgiven under the provisions above, the initial **F** or **D** grade(s) will remain as part of the academic history. Students should be advised that many universities calculate GPAs based on all courses attempted.

Algebra 1 1 st Semester	Algebra 1A Grades		Grades/Credits Awarded
	1 st Semester	2 nd Semester	
Passed with an appropriate grade for forgiveness. (See Forgiveness Rule.)	C or Above	D	1 st semester Algebra 1A remains unchanged. 2 nd semester Algebra 1A is forgiven.
	D	C or Above	1 st semester Algebra 1A is forgiven. 2 nd semester Algebra 1A remains unchanged.
	F	D	1 st semester Algebra 1A is forgiven. 2 nd semester Algebra 1A remains unchanged.
	D	D	1 st semester Algebra 1A is forgiven. 2 nd semester Algebra 1A remains unchanged.

Algebra 1 2 nd Semester	Algebra 1B Grades		Grades/Credits Awarded
	1 st Semester	2 nd Semester	
Passed with an appropriate grade for forgiveness. (See Forgiveness Rule.)	C or Above	D	1 st semester Algebra 1B remains unchanged. 2 nd semester Algebra 1B is forgiven.
	D	C or Above	1 st semester Algebra 1B is forgiven. 2 nd semester Algebra 1B remains unchanged.
	F	D	1 st semester Algebra 1B is forgiven. 2 nd semester Algebra 1B remains unchanged.
	D	D	1 st semester Algebra 1B is forgiven. 2 nd semester Algebra 1B remains unchanged.

Special Diploma Students

The following forgiveness rules apply when the IEP Team deems the ESE-eligible student has been inappropriately placed in a standard diploma program class and will be placed in a course of study leading to a special diploma.

- Science 9-12 (7920010) will forgive Earth/Space Science (2001310).
- Science 9-12 (7920010) will forgive Biology (2000310).
- Science 9-12 (7920010) will forgive Integrated Science (2002400).
- English 9-12 (7910110) will forgive English I (1001310) and English II (1001340).
- Life Management and Transition 9-12 (7960010) will forgive Health (0800300).
- Mathematics 9-12 (7912050) will forgive Algebra I (1200310).
- Social Studies 9-12 (7921010) will forgive World History (2109310).

DISTRICT/STATE ASSESSMENT PROGRAM

All students are expected to participate in state and district assessments for accountability purposes. [Florida Statute §1008.22]

Grade 9

- FCAT Reading SSS and FCAT Mathematics SSS (without performance tasks)
- FCAT Norm-Referenced Test (NRT)

Grade 10

- FCAT Reading SSS and FCAT Mathematics SSS (with performance tasks)
- FCAT Writing +
- FCAT Norm-Referenced Test (NRT)

Note - Students who have taken the Florida Comprehensive Assessment Test (FCAT) and have attained the achievement requirements for graduation set by the Florida Department of Education are not required to retake the test.

Grade 11

- HSCT (For students entering 9th grade prior to the 1999-2000 school year)
- FCAT Science

Students in grades 9-12 must also participate in selected course exams provided by the School District.

ACCOMMODATIONS FOR DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELLs) (School District of Palm Beach County English Language Learner (ELL) District Plan, 2004-2005 to 2007-2008)

English Language Learners (ELLs) ~~are required to~~ **must** take all required state and district achievement and norm-referenced tests unless they have an IEP, which indicates otherwise. (State Board of Education Rule §6A-1.09432(2)) However, all active ELLs are eligible to receive accommodations during testing. Permissible accommodations may include:

- flexible setting,
- flexible scheduling,
- flexible timing,
- state-approved Heritage Language Dictionary, and
- assistance in the heritage language.

ELLs **must** have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available in instructional settings for ELL students. When a student is in both the ESOL and ESE programs, all accommodations listed on their IEP as well as their ELL Plan **must** be offered. Parents/guardians are notified in writing of all accommodations offered to their child.

Students with Disabilities

Students with an Active [Section 504 Accommodation Plan](#)

Students with [active Section 504 Accommodation Plans](#) may be eligible to receive appropriate [accommodations and/or modifications](#) on both [School District](#) and state assessments. The [Multi-Disciplinary Team \(MDT\)](#) should refer to the student's past performance on standardized tests and the classroom [modification testing accommodation](#) section of the [Section 504 Accommodation Plan](#) to determine how the [impairment disability](#) could substantially interfere with his/her performance. If so, the multidisciplinary team will determine the necessary and appropriate ** for district and state assessments.

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

Note: Refer to the [School District of Palm Beach County Americans With Disabilities Act & Section 504 Procedural Manual](#) and the [Test Coordinator's Handbook](#). (http://www.palmbeach.k12.fl.us/SupplementalEducationalServices/ADA_Section_504.htm)

ESE-Eligible Students

Testing *accommodations during [School District](#)/state testing will be implemented as appropriate and as specified in the student's IEP. The IEP **must** specify:

- area of assessment (e.g., reading, math, etc.)

- standard administration ~~partial administration~~, or administration with accommodations
- accommodations

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

Note: Specific information regarding *accommodations for each assessment instrument can be found in ~~the Implementation Guide for EP/IEP~~ or the *Test Coordinator's Handbook* or *The IEP Team's Guide to FCAT Accommodations (<http://www.fldoe.org/e/e/pdf/fcatteam.pdf>).

EXEMPTIONS FROM DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

Students with an Active Section 504 Accommodation Plan

Students with active Section 504 Accommodation Plans may **not** be exempted from District or state assessments. However, the Multi-Disciplinary Team (MDT) **must** determine whether a student with an active Section 504 Accommodation Plan may need testing accommodations. Testing accommodations are determined by the MDT. ~~to be exempted from a portion of the School District assessment or all of the School District assessment. The multidisciplinary team will determine the method of alternate assessment.~~

Refer to the *School District of Palm Beach County Americans With Disabilities Act & Section 504 Procedural Manual* and the *Test Coordinator's Handbook*. (http://www.palmbeach.k12.fl.us/SupplementalEducationalServices/ADA_Section_504.htm)

ESE-Eligible Students

The IEP Team determines whether an ESE-eligible student participates in state and School District assessments. The decision to exclude any ESE-eligible student **must** be documented in the student's IEP and **must** meet the following criteria:

- The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the benchmarks of the *Sunshine State Standards*, even with appropriate and allowable *accommodations; AND
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

Students who are ~~excluded~~ **exempted** from state and/or district assessments may be assessed through an alternate assessment procedure that has been identified by the IEP Team and documented in the IEP.

Students who are ~~excluded~~ **exempted** from the state-required graduation test **are not will not be** eligible for a standard high school diploma unless they have been granted a waiver/exemption from that requirement. .

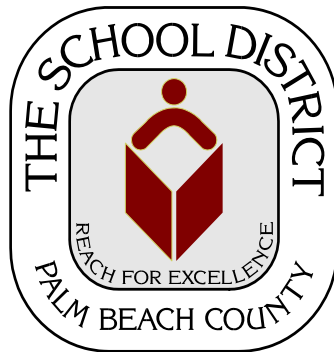
ESE students with disabilities who meet the above criteria **must** be ~~given alternate assessments.~~ **Administered the Florida Alternate Assessment (FAA) must** be specified on the student's IEP. ~~Alternate assessments may include:~~

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

~~2007-~~
2008-2009
ADULT
STUDENT PROGRESSION PLANS

Entry, Progression, and Graduation

Effective ~~August 23, 2007~~
August 20, 2008



Liz Perlman, Director
Department of K-12 Curriculum
(561) 357-1105

~~**Judith Klinek, Director**~~
~~**Department of Supplemental Educational Services**~~
~~**(561) 963-3876**~~

STUDENT PROGRESSION PLAN

The purpose of the Student Progression Plan is to inform school personnel, parents, students and other interested citizens the School Board rules and administrative procedures required to implement State and local student progression requirements. It is the responsibility of the Board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. [Florida Statute §1008.25 (1)]

The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students. [Florida Statute §1008.25 (1)]

The School District of Palm Beach County incorporates the Sunshine State Standards, if applicable, into this School District Student Progression Plan. (State Board of Education Rule 6A-1.09401(2))

Teachers are responsible for providing effective instruction and remediation and documenting instruction in and students' mastery of the Sunshine State Standards. [Florida Statute §1008.25 (1)]

TABLE OF CONTENTS

THE ADULT HIGH SCHOOL CREDIT PROGRAM.....	A/1
Instructional Program	A/1
Entrance Criteria.....	A/1
Credit Requirements.....	A/1
Determination of Appropriate Course Enrollment	A/2
Awarding of Credits	A/2
Credits for Military Service.....	A/2
ADULT CREDIT HIGH SCHOOL/ CO-ENROLLED CREDIT PROGRAM	A/3
Determination of Appropriate Course Enrollment	A/3
Awarding of Credits	A/3
GENERAL EDUCATIONAL DEVELOPMENT (GED) TESTS.....	A/4
Eligibility	A/4

THE ADULT HIGH SCHOOL CREDIT PROGRAM

The High School Credit Program (AHS) is designed to provide students with an opportunity to earn a standard high school diploma or an Adult High School Diploma. Florida Statute § 1004.02 defines an Adult High School Program as “the award of credits upon completion of courses and passing of state mandated assessments necessary to qualify for a high school diploma. Except as provided elsewhere in law, the graduation standards for adults shall be the same as those for secondary students.” An adult high school student is a student who is 16 years old or older and has legally withdrawn from high school or is a co-enrolled student who is currently enrolled in a 9th-12th grade high school program who is taking credit courses through adult education for high school graduation. (State Board of Education Rule 6A-6.011) Students enrolling in the AHS program must meet the district’s graduation requirements, including FCAT, the state required assessment test. [Florida Statutes 1004.02 (4) (6) & 1004.93]

School Board Policy 8.09 and State Board of Education Rules 6A-6.010, 6A-6.011, [6A-6.012](#), 6A-6.014, [6A-6.015](#) and [6A-6.020](#) govern the administration of Adult High School programs.

Instructional Program

The State of Florida Adult High School Curriculum Framework provides a minimum set of standards to be used by all facilitators delivering adult high school education. Adult high school education includes both high school diploma programs and co-enrolled courses of study. The Adult High School Curriculum Framework provides consistency, programmatic quality and integrity, and a continuum of service. The skills represented in the framework provide the instructor with the minimum basic competencies required in a discipline. Students in this program must meet all state and local requirements for graduation. [Florida Statute §1004.02 (4)] [Course requirements are in compliance with State Board of Education Rule 6A-1.09412.](#)

Entrance Criteria [Florida Statute §1004.02 (6)]; and (State Board of Education Rule 6A-6.014, FAC)

To enroll in an Adult High School course of study, a student must meet the following entrance criteria:

- Does not possess a high school or state-approved diploma
- Is at least 16 years of age or older
- Has officially [and](#) legally withdrawn from an elementary or secondary program under Florida Statute §1003.21 (1)(c), [unless the State Board of Education Rule exception is met.](#)
- Must be pre-tested on a state-approved assessment instrument (TABE 9/10) during the enrollment process

It is required that a student score a 9.0 grade level or above in reading on a state-approved assessment instrument (TABE 9/10) before starting academic courses.

State Board of Education Rule 6A-6.020 (1) prohibits, **subject to an exception, the use of the Adult High School Credit program to qualify for high school graduation at an earlier date than that on which he or she would have normally graduated through regular attendance in high school.**

Credit Requirements [Florida Statute §1004.02 (4)]

The graduation standards for adults are the same as those general requirements for secondary students under Florida Statute §1003.43.

Exception: The physical education requirement is waived for the adult credit student. An elective credit may be chosen to substitute for the one-half physical education credit. [Florida Statute §1003.43 (6) (a)]

Determination of Appropriate Course Enrollment

Students, **who wish** to enroll in the **school district's** Adult High School Credit Program **or in The Adult Education Center's Credit Lab**, must first submit an official copy of their high school transcripts to a certified guidance counselor for review and determination of required courses for graduation. The student must then be provided with a list of courses that will satisfy the graduation requirements.

Awarding of Credits

All Adult High School diplomas must be issued through **The** Adult Education Center. Upon completion of credits required for graduation and attainment of a passing score on the FCAT/HSCT, all material must be forwarded to the guidance department at **The Adult Education Center, 2161 N. Military Trail, West Palm Beach, FL 33409** for the processing of diplomas.

NOTE: An Adult High School graduation ceremony is coordinated by The Adult Education Center and is held at The Kravis Center For The Performing Arts, West Palm Beach, FL and in conjunction with the regular high school graduations each year.

Credits for Military Service (State Board of Education Rule 6A-6.020 (3) (a))

High school credit may be awarded for educational experiences in the armed forces of the United States under the following conditions:

- (a) Two (2) units of elective subject credit, recorded as military training, may be granted to any individual who has satisfactorily completed a minimum of one (1) full year of service in the armed forces, as evidenced by documentation provided by the armed forces.

- (b) Correspondence courses in high school subjects taken under the auspices of the United States Armed Forces Institute may be accepted for credit, provided bona fide certificates of course completion are presented showing the necessary information for proper evaluation of the credit to be awarded.
- (c) Organized courses of instruction completed in special schools operated by the armed forces may be accepted for credit, provided documentary evidence of course completion is submitted, and provided further that the amount of credit awarded in each case shall be in accordance with recommendations of the American Council on Education, as contained in the Council's publication, "A Guide to the Evaluation of Educational Experience in the Armed Services."
- (d) Local school officials may not award more than eight (8) credits toward high school graduation based on military experiences and course work completed while in the armed forces.

ADULT ~~CREDIT~~-HIGH SCHOOL/ CO-ENROLLED CREDIT PROGRAM

A co-enrolled student is one who is currently enrolled in a 9th-12th grade high school program who is taking credit courses required for high school graduation through adult education. (State Board of Education Rule 6A-6.011 & 6A-6.014 (2) and Florida Statute §1004.02 (6))

Entrance Criteria

- A student wishing to enroll in the Co-Enrolled program must meet with his/her regular high school guidance counselor to identify the course(s) needed.
- An Adult High School Course Permission ~~PBSD~~ ~~Omni~~ Form 1696 needs to be signed by the high school counselor, the principal or designee, the student, and the student's parent (s) or guardian and must be presented at the time of registration. This form identifies the credit course necessary for graduation.
- Co-enrolled students do not have to take a state-approved assessment test (TABE 9/10) before taking academic classes in adult education. (State Board of Education Rule 6A-6.014, FAC).

For a complete listing of courses available, contact the Adult and Community Education Department or visit the web site at www.PBCeducator.net.

Awarding of Credits

Adult High School/Co-Enrolled students may be awarded credit based on demonstrating mastery through earning a passing grade in the competencies included in the District approved curriculum. (State Board of Education Rules 6A-6.020 and 6A-6.014(5)) Students must take the final examination, which will count 20% of the grade.

An Adult High School Course Completion **PBSD Omni** Form 1086 needs to be completed and submitted to the data processor in order for the student to receive a grade and credit.

GENERAL EDUCATIONAL DEVELOPMENT (GED) TESTS

[Florida Statute §§1004.02 (17) & 1003.435]
(Board of Education Rule: 6A-6.021)

Upon successful completion of the GED Tests, a person is awarded a State of Florida High School Diploma.

Eligibility

A person who is not currently enrolled in ~~an elementary or~~ secondary school shall:

- Be at least eighteen (18) years of age at the time of **examination**.
- Reside in the State of Florida at the time application is made.

Exception: Persons 16-17 years of age who have withdrawn from school and have been granted an Age Waiver by the Palm Beach County Superintendent of Schools or designee. A General Educational Development (GED) Age Waiver Applications (PBSD Form 0944) may be obtained from a community school offering a GED instructional program.

Individuals may register for the GED Test at certain community schools. Applicants must complete an application form, present a valid Florida Driver's License or a Florida Identification Card, proof of age, and pay the testing fee. **Along with the State of FL Driver's License and FL State ID, applicants may now also use Passports, Military ID, or other forms of government ID. If Passports, Military ID or government issued ID are used, applicant must prove residency in the state of Florida. (i.e., FPL, Water or Tax record)**

State Board of Education Rules allow for the awarding of a State of Florida High School Diploma upon attainment of a standard score of 410 or above on each of the five GED Tests with an overall average of 450 (or total score of 2,250). See State Board of Education Rule 6A-6.021 for scores. Candidates may retake one or more subtest.