



POLICY 8.01

4-A I recommend that the Board approve adoption of the proposed **revised** Policy 8.01, entitled “Promotion, Placement, and Graduation – Student Progression Plans”

[Contact: Keith Oswald, PX 46888.]

Adoption

CONSENT ITEM

- The proposed policy was approved for development at the November 5, 2014 Board meeting.

K-12 School Student Progression Plan FY15 Executive Summary of Changes

General Changes:

- All three plans (Elementary, Middle, and High School) are now **one document**.
- Statutes that were repealed were deleted.
- All hyperlinks and sources were updated.
- 2013 Florida Statutes (FSs) and State Board of Education Rules (SBERs) have been updated to the 2014 SFs and SBERs.
- Reference to Next Generation Sunshine State Standards (NGSSS) for Language Arts and Mathematics were replaced with Florida Standard (FS; LAFS/MAFS).
- Reference to FCAT, when applicable, replaced with Florida Standards Assessment (FSA).
- Addition of footnotes throughout the document stating: “*Written notification must be provided in a language the parent(s) understand, unless clearly not feasible*” in reference to the DOJ settlement.

Page(s)	Section Heading	Changes/Revisions/Updates
21	Kindergarten Entry Requirements	<ul style="list-style-type: none"> • Deletion of Early Childhood Observation System (ECHOS) • Addition of Work Sampling System (WSS) to fulfill the requirement for the Florida Kindergarten Readiness Screener (FLKRS)
28-29	English Language Learner (ELL) Transfer Students	<ul style="list-style-type: none"> • Addition of reference to the Date Entered United States School (DEUSS) date
31-32	General Attendance Policies and Procedures	<ul style="list-style-type: none"> • Revision of statement requiring written explanation to allow verbal communication from parent as to reason for absence.

Page(s)	Section Heading	Changes/Revisions/Updates
32	Late Arrivals/Tardiness Policies and Procedures	<ul style="list-style-type: none"> • Addition of the “absence” definition from School Board Policy 5.09(3)(a) for clarification.
41	Exceptional Student Education (ESE) Curriculum	<ul style="list-style-type: none"> • Addition of the requirement for a statement of intent to receive a standard diploma is in the IEP to be in effect when the student turns the age of 16.
45	Virtual Instruction	<ul style="list-style-type: none"> • Removal of the exclusion of the Online Driver Education as a virtual course requirement for graduation
51	Credit Acceleration Program	<ul style="list-style-type: none"> • Addition of Algebra 2 to the CAP
58-59	High School Mathematics Requirements for Middle School Students	<ul style="list-style-type: none"> • Removal of the requirement to pass the Algebra 1 EOC to earn Algebra 1 high school credit
63-65	Early Admission to College	<ul style="list-style-type: none"> • Revision of the GPA requirement from 3.0 to 3.2
68-73	Elementary School Performance Level Charts	<ul style="list-style-type: none"> • Revisions to the progression charts to reflect the Florida Standards Assessments (FSA)
73	Middle School Mathematics Requirements	<ul style="list-style-type: none"> • Addition of requirements for Algebra 2 and Geometry: “<i>Students must pass the Algebra 2 and Geometry FSA EOC Assessment in order to earn a standard high school diploma scholar designation.</i>”
74	Middle School Social Studies Requirements	<ul style="list-style-type: none"> • Updated language for transfer students regarding the Civics requirement
80-82	Exceptional Student Education (ESE)	<ul style="list-style-type: none"> • Revision to include new language from current SP&P on Assessment Waiver Eligibility Criteria • Revision to include new language from current SP&P separating EOC Assessment Waiver from general assessments
82	High School Grade Classification for Promotion and Retention	<ul style="list-style-type: none"> • Revision of the requirements for promotion to the next grade

Page(s)	Section Heading	Changes/Revisions/Updates
86-88	Mathematics Requirements for Four-Year 24-Credit Option	<ul style="list-style-type: none"> • Removal of requirement to pass the Algebra 1 EOC to earn Algebra 1 High school credit
94-95	World Language Waiver Options	<ul style="list-style-type: none"> • Revisions for clarification (no content changes)
100	Graduation Options For Students With Disabilities (SWD)	<ul style="list-style-type: none"> • Addition of the changes in diploma pathways for Students with Disabilities (SWD) for 2014-2015 cohort
102-103	Special Diploma: Option 2	<ul style="list-style-type: none"> • Addition of section addressing requirements for students entering Grade 9 in the 2014-2015 school year
103	Diploma with Academic Honors	<ul style="list-style-type: none"> • Revision of requirement to align with Bright Futures FAS
103	Students with Disability Entering Grade 9 During the 2014–2015 School Year	<ul style="list-style-type: none"> • New section
103-104	Scholar Diploma Designation	<ul style="list-style-type: none"> • Addition of Algebra 2 and Geometry requirements for scholar designation
108-109	K-3 Reading Deficiency and Parental Notification	<ul style="list-style-type: none"> • Addition of the statement: “A parent of a 3rd grade students identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.”
112	Good Cause Exemptions from Retention (Grade 3 Only)	<ul style="list-style-type: none"> • Addition of language stating that a student may not be retained more than once in Grade 3
131-132	The Standards-Based Elementary Report Card	<ul style="list-style-type: none"> • Revision to include all Grades K-5 students
133	K-5 Dual Language Program	<ul style="list-style-type: none"> • New section • Addition of information related to the Spanish Standards-Based Report Card, issued to K-5 students enrolled in the Dual Language Program
138-139	<u>Calculation of Final Grades</u>	<ul style="list-style-type: none"> • Revision and addition of text to indicate,

Page(s)	Section Heading	Changes/Revisions/Updates
	<u>in Middle School</u>	<i>“School wide quarterly assessments of the standards are optional for the all middle school courses.”</i>
139-140	Grading Procedures for Courses with EOC Assessments	<ul style="list-style-type: none"> • Addition of statement: <i>“All high school courses with statewide assessments will be recorded as year-long courses.”</i>
144-147	Additional Elementary School (K-6) Assessments	<ul style="list-style-type: none"> • Removal of Scholastic Reading Inventory (SRI)
147	2014-2015 Statewide Assessments	<ul style="list-style-type: none"> • Addition of Algebra 2 to assessment table
148	Required Assessments for Graduation Designations	<ul style="list-style-type: none"> • Addition of Grade 10 FSA ELA for school year 2013 to present.
150-153	Participation of SWD in Statewide Assessments	<ul style="list-style-type: none"> • Revision of extraordinary exemptions • Addition of policy for students with medical complexity per <u>Florida Statute § 1008.22(9)</u>
154-161	Appendix A, B, C, and D	<ul style="list-style-type: none"> • Addition of DOE flyers addressing <i>What Students and Parents Need to Know</i> for student entering Grade 9 in the school years of 2011-2012, 2012-2013, 2013-2014, and 2014-2015

Adult Student Progression Plan FY15 Executive Summary of Changes

p. A/4 –Updated definitions, changed “distance learning” to online learning, changed 2013 to 2014, updated links

p. A/4, A/5, A/16,A/17 – removed references to “Credit Lab”, “Credit Program”, “Credit Recovery Program”

p. A/4 - added “in order” to clarify sentence

p. A/5 – added “lists exemptions, as does the” to clarify sentence. Removed references to previous year’s exemptions. Updated terminology. Added link to Curriculum Framework.

p. A/6, A/7-corrected typo date from 2021 to 2012, updated graduation requirements

p. A/7-A/12 - charts updated to reflect graduation requirements

p. A/13 – Updated FCAT 2.0 and Florida End of Course Assessments requirements

p. A/14 – p. A/15 – Updated information to reflect 2014 legislative changes regarding tuition

p. A/15 rewording of “Entrance Requirements” to “Enrollment Criteria”

p. A/15, A/16, A/17 – added Explanation of Learner Rights and Responsibilities form 2523

p. A/16 – added Early High School Graduation section

p. A/16 – p. A/17 –added correct form for TABE testing and Florida Statute wording and list of tests in the statute

p. A/17 – updated Statutes, updated co-enrollment information, updated eligible course list information for 2014-2015

p.A/18 – removed Action Steps to Employment

p. A/18, A/19, A/20 – Statute number updated, Updated information on GED testing, trademark®, and changed “students” to “candidates”, updated awarding of diplomas section, added students with disabilities section

p. A/19, A/20, A/21, A/26-A30 - removed previous references to 2013GED test and updated 2014GED information

p. A/20, removed Credits for Military Service

p.A/21 – added section on Incarcerated Youth Under 18

p.A/24 – Early High school graduation section deleted

p. A/26 – updated awarding of credits information and GED® language to high school equivalency diploma

POLICY 8.01

PROMOTION, PLACEMENT, GRADUATION – STUDENT PROGRESSION PLANS

- 1
2
3 1. Purpose: This Policy establishes, as required by Florida law, comprehensive plans
4 for student progression from one grade to another and towards graduation.
5 ~~Separate plans~~ One plan exists for elementary school, middle school, and high
6 school, and a separate plan exists for adult education programs.
- 7 2. The School Board of Palm Beach County values the educational development of
8 each student in the District. District instructional personnel will consider the
9 individual student's academic needs when placing students in subjects, grade
10 levels or specialty programs.
- 11 3. Promotion between grade levels shall be based upon evaluation of each student's
12 performance and achievement. To assist and guide school officials in their
13 decisions on placement, promotion, retention, and special programs, the
14 Superintendent has developed the Student Progression Plans, which are
15 incorporated herein by reference as part of this Policy. Copies of the Plans shall be
16 maintained in the District office and at each school and be available online at
17 Division of Teaching and Learning. The Plans include student performance
18 standards and promotional and graduation requirements for grades K-12, adult
19 general education, exceptional student education, and dual enrollment. Before
20 being presented to the Board for approval, the revised and updated Student
21 Progression Plans will be reviewed for compliance with federal law and Florida law
22 and State Board of Education rules, and the Plans shall be interpreted and
23 implemented consistently with federal and state law.
- 24 4. All PBSB forms referenced ~~to~~ within the Student Progression Plans are
25 incorporated herein by reference as a part of this Policy and may be found on the
26 [School District Forms website](#).
- 27 5. All documents referred to within the Student Progression Plans are incorporated
28 herein by reference as a part of this Policy and may be found on the [School](#)
29 [District's website](#) or at the [Florida Department of Education website](#).
- 30 6. As required by Fla. Stat. § 1008.25 ~~(7)(b)5~~ (8)(b), the District shall annually publish
31 ~~on the District website and in the local newspaper for the prior school year. any~~
32 ~~revisions to this Policy on student retention and promotion from the prior year,~~
33 ~~referring to any changes in the Student Progression Plans incorporated into this~~
34 ~~Policy.~~

35 a. The provisions of this section relating to public school student progression and
36 the district school board's policies and procedures on student retention and
37 promotion.

38
39 b. By grade, the number and percentage of all students in grades 3 through 10
40 performing at Levels 1 and 2 on the reading portion of the FCAT.

41
42 c. By grade, the number and percentage of all students retained in grades 3
43 through 10.

44
45 d. Information on the total number of students who were promoted for good cause,
46 by each category of good cause as specified in paragraph (6)(b).

47
48 e. Any revisions to the district school board's policy on student retention and
49 promotion from the prior year.

50

51 To view the student progression plans please visit:

52 <http://www.palmbeachschools.org/studentprogression/>

53

54

55 STATUTORY AUTHORITY: Fla. Stat. §§ 1001.32(2); 1001.41(2); 1001.42 (27);
56 ~~1008.25; 1008.25(2) & (7) (b) 5; 1012.23(1).~~

57

58 LAWS IMPLEMENTED: Fla. Stat. §§ 1001.32(2); 1002.3105, 1002.45, 1003.21;
59 1003.41, 1003.4156; 1003.4281; 1003.4282; ~~1003.43~~; 1003.437; 1003.438; 1003.46;
60 1003.56; 1008.25~~(2)~~.

61

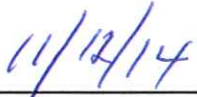
62 HISTORY: 2/18/72; 4/24/74; 12/19/74; 12/3/75; 10/20/76; 6/14/77; 10/17/79; 10/15/80;
63 5/4/83; 9/7/83; 6/5/85; 12/9/86; 3/16/88; 6/24/92; 7/28/03; 4/5/06; 9/6/06-(ER); 11/8/06;
64 8/22/07 (ER); 10/24/07; 5/7/2008: 9/3/08 (ER); 10/29/08; 9/9/09 (ER); 11/4/2009;
65 9/7/2010(ER); 12/8/2010; 2/13/2013; ___/___/2014.

Legal Signoff:

The Legal Department has reviewed proposed Policy 8.01 and finds it legally sufficient for adoption by the Board.



Attorney



Date

THE SCHOOL DISTRICT OF PALM BEACH COUNTY, FLORIDA

STUDENT PROGRESSION PLAN

2014
2015

K-12

ENTRY

PROMOTION

RETENTION

GRADUATION

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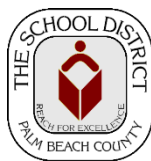
THE SCHOOL DISTRICT OF PALM BEACH COUNTY, FLORIDA

K - 12

Student Progression Plan

Entry, Promotion, Retention,
and Graduation

2014-2015



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ACKNOWLEDGEMENTS

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INTRODUCTION

PURPOSE OF THE PLAN

In accordance with [Florida Statute § 1008.25\(1\)\(2\)](#), the purpose of the K-12 Student Progression Plan is to inform school personnel, parents¹, students, and other interested citizens regarding the comprehensive plan for student progression from one grade to another towards graduation.

This Student Progression Plan strives to ensure that the required program of study, placement, promotion, reporting, retention, and special programs are equitable and comprehensive for all students. It is the responsibility of the School Board and the School District of Palm Beach County (SDPBC)² administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences.

PLAN FORMAT

The Elementary School sections represent Kindergarten through Grade 5. The Middle School sections represent Grade 6 through Grade 8. The High School sections represent Grade 9 through Grade 12.

When relevant, citations of Florida Statutes, School Board Policies, as well as resources, are provided. Most of the citations and resources/references, such as websites and forms, are hyperlinked to direct sites for easy access.

This Student Progression Plan Includes:

- standards for evaluating each student's performance, including how well he/she masters the performance standards approved by the State Board of Education;
- specific levels of performance in reading, writing, mathematics, and science for each grade level (including the levels of performance below which a student must receive remediation or be retained in an intensive program); and
- alternative placement options for students who have been retained two or more years.

In addition, the Plan includes information about student eligibility and procedural requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration. This information includes:

¹ Throughout the Student Progression Plan, when the word "parent(s)" is used, it also refers to "legal guardian(s)" and persons acting as a parent.

² Throughout the Student Progression Plan, "SDPBC" will be used to refer to the School District of Palm Beach County.

- the process for parent(s) and students to request student participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) and the additional options available at the student's school;
- advising parent(s) and students to contact the principal regarding student eligibility and participation requirements for these options, including virtual instruction in higher grade level subjects;
- advising parent(s) and students of early and accelerated graduation options; and
- reference all Dual Enrollment courses available within the Dual Enrollment Articulation Agreement.

Mission, Goals, and System Wide Measures

The Florida Department of Education's mission, stated in [Florida Statute § 1008.31\(2\)](#), is to increase the proficiency of all students within one seamless, efficient system. This is accomplished by providing students with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, while maintaining an accountability system that measures student progress toward the following goals:

- highest student achievement;
- seamless articulation and maximum access;
- skilled workforce and economic development; and
- quality efficient services.

Florida's Multi-Tiered System of Supports (MTSS)

Through implementing the problem-solving framework, Florida's Multi-Tiered System of Supports (MTSS) provides high-quality instruction and intervention matched to student needs. According to the Florida Department of Education³, MTSS involves the systematic use of assessment data to inform instructional decisions and efficiently allocate resources to improve learning for all students.

The core characteristics that underpin the MTSS model are:

- high-quality, research-based instruction provided to students in all settings;
- continuous monitoring of student performance;
- screening of all students for academic and behavioral problems;

³ The publication, [A Teacher's Guide to Problem Solving Within the Multi-Tiered System of Supports Framework \(2010-2011\)](#), is available through the Bureau of Exceptional Education and Student Services, Florida Department of Education. The Guide is designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs for exceptional students. This document is available online at <http://www.fldoe.org/ese>.

- multiple levels or tiers of instruction that are progressively more intense and based on the student's response to instruction; and
- implementation of a problem-solving method across all levels or tiers.

Academic Standards

The Plan herein incorporates the Florida Standards, Next Generation Sunshine State Standards (NGSSS), and ACCEL options that provide academically challenging coursework or accelerated instruction to students in Kindergarten through 12th grade.

Responsibilities

The SDPBC instructional personnel are responsible for providing assistance to schools to consider the individual student's academic needs when placing students in subjects, grade levels, or specialty programs.

The principal of a school is responsible for making and maintaining required records/reports and providing leadership for instruction that meets the needs of all students. [[Florida Statutes §§ 1001.54 & 1012.28](#)]

Teachers are responsible for providing effective instruction and remediation, as well as, documenting instruction in all content areas and students' mastery of the above Standards.

ENTRY REQUIREMENTS

INITIAL ENTRY REQUIREMENTS

In accordance with [Florida Statute § 1003.21](#), it is the responsibility of the parent(s) of students entering the SDPBC public schools for the first time to present evidence of the child's age at the time of registration.

[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/she should be admitted. The Superintendent may require evidence of the age of any child whom he/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(s);
- c. an insurance policy on the child's life that has been in force for at least two 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 four 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 these are not available in the country, by a licensed practicing physician designated by the district school board, which states that the health officer of physician had examined the child and believes that the age as stated in the affidavit is substantially correct.⁴

To register a student, the following four types of documents are required:

1. valid Birth Certificate or other documentation of birth as stated above⁵;
2. Certification of a Physical/Health Examination⁶ (submitted within 30 school days, if not available at the time of registration);
3. proof of residence⁷; and

⁴ Children and youths who are experiencing homelessness and children who are known to the department, as defined in [Florida Statute § 39.0016](#), shall be given a "temporary exemption" from these statutory requirements for 30 school days. The term "children known to the department" means "children who are found to be dependent or children in shelter care."

⁵ If a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

⁶ See [Florida Statute § 1003.22](#), [State Board of Education Rule 6A-6.024](#), and [School Board Policy 5.06\(A\)\(2\)](#), as well as the recommended: [School Entry Health Exam \(DH 3040\)](#). Refer to [Health Requirement](#) section. Footnote 4, addresses temporary exemption criteria.

⁷ For a student assigned to a school based on the student's residence under [School Board Policy 5.01\(1\)\(b\)](#), parent(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 Policies 5.01](#) and [5.011\(5\)](#), such as lease, mortgage, or utility bill. See acceptable documents, as well as **exceptions to providing proof of residence** within [School Board Policies 5.011](#) and [5.74](#). In cases where the family is unable to provide two documents verifying proof of residence, an [Affidavit of Residence \(PBSD 1866\)](#)

4. Florida Certificate of Immunization. (Refer to [Immunization Requirements](#) section).

According to [Florida Statute § 1003.01\(12\)](#) and [State Board of Education Rule 6A-6.03411\(1\)\(s\)](#), students who are without a fixed, regular, and adequate nighttime residence, are considered children and youths who are experiencing homelessness. Pursuant to the [McKinney-Vento Homeless Education Assistance Improvements Act of 2001](#) (Section 725) 42 U.S.C.A. § 11432(g)(3)(A)-(C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student, school, and grade level placement, as well as completion of required immunizations and physical examination, shall occur within 30 school days of enrollment. Refer to [School Board Policy 5.74](#) entitled *Students Experiencing Homelessness* and [Florida Statute § 1003.21\(1\)\(f\)](#) for procedures relating to the enrollment of these students.

When a student is not living with a biological or adoptive parent, and is registering for a school based on residence and is not experiencing homelessness, a person acting as parent must complete the [Affidavit of Person Acting as Parent \(PBSD 1543\)](#). See [School Board Policy 5.011\(8\)](#) for guidelines regarding the use of this form.

A student who is emancipated, as described within [School Board Policy 5.072](#), and provides sufficient documentation to the principal is not required to live in a residence with an adult authority as a condition of admission to school.

The SDPBC [New and Returning Student Registration Form \(PBSD 0636\)](#), must be completed by the parent(s), signed, and returned to school at the beginning of each school year or when the student enters the SDPBC. This form is available in English, Spanish, Haitian Creole, and Portuguese. Parent(s) needing additional language assistance can contact the [Department of Multicultural Education](#) at: (561) 434-8620. Additionally, schools must meet the language needs of parent(s) at all relevant stages of the registration process in a timely manner to ensure meaningful access to their students' educational opportunities.

STUDENT RESIDENCE ENROLLMENT REQUIREMENTS

Per [School Board Policy 5.011](#), residence and/or address shall mean the home location where the student and a parent (if applicable) are primarily living. Residence does not refer to citizenship or proof of residence that would require a permanent resident card (Green Card) or any immigration documentation. School personnel are strictly prohibited from requesting and/or requiring documentation of the immigration status of students and families. It is the

shall be completed by the parent. Additionally, schools must meet the language needs of parent(s) at all relevant stages of the registration process in a timely manner to ensure meaningful access to their students' educational opportunities.

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

A student must attend the school in his/her school attendance boundary unless otherwise formally approved for a different school. Students may also choose to attend virtual school in accordance with Florida law.

Examples of times a student is formally approved to attend a different school include:

- acceptance to a choice program;
- McKay Scholarship transfer;
- Individual Education Plan (IEP) or Education Plan (EP) placement; and/or
- voluntary and involuntary reassignment (as authorized by law or another School Board Policy).

Proof of Address Requirements ([School Board Policy 5.011](#))

Upon initial enrollment in a school, when a student's school assignment is based on residence, a student or parent must produce two current documents reflecting the correct residential street address, with certain exceptions expressed in the policy. Post office boxes, private mailbox addresses, or commercial establishment addresses are insufficient. Examples of acceptable documents reflecting residential street addresses are as follows:

- home telephone or cellular telephone bill;
- electric bill;
- rent receipt with the name of the tenant and landlord and contact information for all parties;
- lease agreement with the name of the tenant and landlord and contact information for all parties (valid only through the expiration date indicated on the agreement. Upon expiration, parents must present a copy of the renewed or new agreement to the school office);
- mortgage;
- home purchase contract including specific closing date, with copy of the deed to be provided within 30 days of closing date;
- State of Florida driver's license;
- State of Florida identification card;
- automobile insurance policy;
- credit card statement;
- United States Postal Service confirmation of address change;
- evidence of correspondence, including a stamped, addressed, postmarked envelope delivered to the home address; or
- Declaration of Domicile form from the County Records Department.

For additional information regarding student registration refer to [School Board Policy 5.011](#).

MAXIMUM AGE LIMIT FOR ENROLLMENT

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 21 years of age. A person is deemed in a continuous program of study even though such program was interrupted by military service, illness, or other extenuating circumstances as deemed by the principal or designee. A person who has not been enrolled in a continuous program of study and who has attained the age of 20 years of age on or before the opening of the school year shall not be enrolled in any regular high school program. A 19 year-old person who has had a break in enrollment (see exception above), who will reach 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.

Students with Disabilities (SWD) Program

Students with a disability shall be considered to be “in a continuous study program” when that student’s 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 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 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 and a change in placement, 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 22 if they have not earned a Standard Diploma, even if they have earned a General Education Development (GED) credential. [[Title 34, Code of Federal Regulations \(CFR\) Section, 300.102\(a\)\(3\)](#)] and [[State Board of Education Rule 6A-6.03028](#)]

Students with Active Section 504 Accommodation Plans

Students with a Section 504 Accommodation Plan must be "of school age" to continue receiving elementary and secondary educational services under Section 504. [[Title 34, Code of Federal Regulations Section 104.3\(k\)\(4\)\(l\)\(2\)](#)]

Students who Qualify for ESOL

Students who qualify for ESOL services may be enrolled in a regular high school program through the end of the semester in which he/she reaches 21 years of age, regardless of previously interrupted schooling.

Students who Attain Age 16

Students who attain age 16 during the school year are not subject to compulsory school attendance beyond the date that they attain 16 years of age if the student files a formal declaration of intent. Refer to [Student Exit Interview \(PBSD 1055\)](#). At the bottom of the form,

“Intent to Terminate” must be checked and the form must be signed by the student in order to terminate school enrollment with the School District. The School District must notify the student’s parent(s) of receipt of the student’s intent to terminate school enrollment. The student’s school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student’s decision to 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/her education in a different environment, including but not limited to, Adult Education and high school equivalency examination preparation.

HEALTH REQUIREMENTS

Physical Examination and Immunization Requirements

All pre-K, Kindergarten, 7th grade, and new students seeking entrance into a public school in Palm Beach County must meet the requirements of [School Board Policy 5.06](#) and [Florida Statute § 1003.22](#) and present, at the time of entry, a valid *Florida Certificate of Immunization Form* (DH 680) and a valid health examination documented on State of Florida [School Entry Health Exam Form \(DH 3040\)](#) performed within one year prior to enrollment. [[State Board of Education Rule 6A-1.0985](#)]

In accordance with [State Board of Education Rule 6A-1.0985](#) and [Fla. Admin. Code 64D-3.046](#), students will not be admitted into class without proof of immunization with the physician’s signature and office stamp, absent a lawful exception. If a hardship exists for parent(s) of transferring students, it is permissible to allow 30 school days for the transfer of records.

2014-2015 EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
All SDPBC students	School Health Entry Exam on Form DH 3040* required for pre-K, Kindergarten, and 7 th grade
All transfer students within the SDPBC and other counties within the State of Florida (including private schools)	Review of School Health Entry Exam on Form DH 3040* (original or copy) for at least Kindergarten and/or 7 th grade documentation
All transfer students from another state or country	School Health Entry Exam Form DH 3040* (original or copy) required for all grades. Physicals presented on forms from another state are acceptable, if they include all components covered on Form DH 3040* and have the physician’s signature and office stamp. Physicals must have been performed within one year of enrollment, unless exemption is based on a written request for religious reasons.

**Form DH 3040 - State of Florida School Entry Health Exam Form*

[The Florida Certification of Immunization Form \(DH 680\)](#) is available from either private physicians or the Florida Department of Health. The form includes sections for temporary and permanent medical exemptions based on medical reasons. For example, all medical exemptions

must be signed by a physician (M.D. or D.O.), *Temporary Medical Exemptions* must have an expiration date, and *Permanent Medical Exemptions* must specify which vaccine the student is exempt from and the valid clinical reason for exemption.

Required Immunization Forms

- The following DOH forms **must** be completed, if applicable:
- Immunization Form (DH 680 Part A)
 - Immunization Form (Florida SHOTS printed DH 680)
 - Temporary Medical Exemption Form (DH 680 Part B)
 - Permanent Medical Exemption Form (DH 680 Part C)

[The Certificate of Religious Exemption \(DH 681\)](http://www.doh.state.fl.us/Disease_ctr/immune/children/schedules/exemptions.html) is available only through the Florida Department of Health. Only an original DH 681, generated by The Florida SHOTS Program for the Health Department, will be accepted at school sites. Additional information can be located at: http://www.doh.state.fl.us/Disease_ctr/immune/children/schedules/exemptions.html.

NOTE: Homeless students without immunization and physical exam documentation must be enrolled and receive a 30 school-day exemption. Follow-up with these students should be coordinated through the *Homeless Education Assistance Resource Team* (H.E.A.R.T.).

According to the [Florida Department of Health Immunization Program](#) and [Department of Health Rule 64D-3.046](#), the required immunizations and dosages for elementary, middle, and high school students are as follows:

Elementary School/Grades Pre-K through 5 Immunization Requirements

Immunization	Pre-K* (Age-4)	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
DTaP/DT series	X*	X	X	X	X	X	X
Polio series	X*	X	X	X	X	X	X
MMR (2 doses)	X*	X	X	X	X	X	X
Hepatitis B series	X*	X	X	X	X	X	X
Varicella (1 dose)	X*						
Varicella (2 doses)		X	X	X	X	X	X
HIB series	X*						

Source: <http://www.floridahealth.gov/healthy-people-and-families/childrens-health/school-health/enrollment.html>

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

Middle School/Grades 6-8 Immunization Requirements

Immunization	Grade 6	Grade 7	Grade 8
DTaP/DT Series	X	X	X
Tdap Booster		X	X
Polio Series	X	X	X
MMR (2 doses)	X	X	X
Hepatitis B Series	X	X	X
Varicella (1 dose)		X	X
Varicella (2 doses)	X		

Source: <http://www.floridahealth.gov/healthy-people-and-families/childrens-health/school-health/enrollment.html>

High School/Grades 9-12 Immunization Requirements

Immunization	Grade 9	Grade 10	Grade 11	Grade 12
DTaP/DT Series	X	X	X	X
Tdap Booster	X	X	X	X
Polio Series	X	X	X	X
MMR (2 doses)	X	X	X	X
Hepatitis B Series	X	X	X	X
Varicella (1 dose)	X	X	X	X

Source: <http://www.floridahealth.gov/healthy-people-and-families/childrens-health/school-health/enrollment.html>

K-2 GRADE ENTRY REQUIREMENTS

Kindergarten Entry Requirements

In accordance with [Florida Statute § 1003.21\(1\)\(a\)2](#), entering Kindergarten students must attain the age of five years on or before September 1 of the school year for which entry is sought. The statewide Kindergarten screening, Florida Kindergarten Readiness Screener (FLKRS), must be administered to each Kindergarten student in PBCSD within the first 30 school days of each school year. [[Florida Statute § 1002.69\(1\)](#)]

The Work Sampling System (WSS)⁸ will fulfill the requirement for the FLKRS within the first 30 days of school for the 2014-2015 school year.

⁸ Grades K-2 application of the FAIR-FS system will be unavailable beginning Tuesday, September 16, 2014, until further notice, and Grades 3-12 FAIR-FS web application will remain available for progress monitoring.

Grade 1 Entry Requirements

In accordance with [Florida Statute § 1003.21\(1\)\(b\)](#), entering 1st Grade students must attain the age of six years on or before September 1 of the school year for which entry is sought.

- Students who have been enrolled in a public Kindergarten must progress according to the District's Student Progression Plan.
- Students transferring from nonpublic Kindergartens:
 1. must attain the age of six on or before September 1 of the school year for which entry is sought; and
 2. must have written verification of satisfactory completion of Kindergarten requirements from the nonpublic school.

[Florida Statute § 1003.21](#)

- 1 (a) All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year or who are older than six years of age are required to attend school every school day of the 180-day school year term until their 16th birthday unless an exception exists.
- 2 (b) Any child who has attained the age of six 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 six 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.

English Language Learners (ELLs) Entry Requirements

For an ELL, administration of the WSS 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. A student identified, as ELL should be screened, unless the student has arrived in the United States in the last 30 days and has sufficient difficulty speaking, reading, writing, or understanding the English language.

Exceptional Student Education (ESE) Entry Requirements

An ESE student, who is entering Kindergarten and has a current Individual Education Plan/Education Plan (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, following appropriate procedures. The IEP Team will determine whether the WSS is appropriate for Kindergarten students with disabilities.

PLACEMENT OF TRANSFER STUDENTS

The following section addresses procedures relating to the acceptance of transfer work and credit for students, as specified in [Florida Statute § 1003.25](#).

ELEMENTARY SCHOOL TRANSFER STUDENTS

Kindergarten and Grade 1 Transfer 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 Grade 1 transfer students according to [State Board of Education Rule 6A-1.0985](#).

[State Board of Education Rule 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 1003.21, Florida Statutes; and
 - (e) evidence of a medical examination completed within the last 12 months in accordance with [Section 1003.21, Florida Statutes](#).

Additional clarification of placement procedures for transferring Kindergarten and Grade 1 students from other states or countries is available from the School Counseling and Graduation Support Team. (Refer to <http://www.palmbeachschools.org/ssci/Mission.asp> for contact information.)

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:

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

- a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program, as well as a test on individual subject-area objectives (or competencies) to be identified by the principal; and/or
- interview with the student and/or the parent(s) by the principal/designee(s).

Grade placement shall be validated through satisfactory completion of academic work in the District within a 45 school-day period or equivalent period or passing appropriate examination(s) for each subject.

The student who does not satisfactorily complete the 45 school-day period specified above shall be provided remedial assistance or placement in the appropriate grade level according to the Student Progression Plan. The student's parent(s) may appeal the placement decision to the School District Superintendent/designee within 14 calendar days of the principal's decision.

Grades 2-5 Transfer Students

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.

If a new student coming in from out-of-state with official documentation stating that he/she has successfully completed 3rd Grade and was promoted to 4th Grade, then the school can honor that promotion. If there is no data or documentation of successful completion of 3rd Grade, the school can administer an alternative assessment to determine placement. The assessment used for these students will be the SAT 10 or another alternative assessment identified by the District.

If the transfer occurs after the current school year, and there is proof of promotion (i.e., report card) from the previous school, the student may be promoted based on this information.

Transfer of Elementary Students (K-5) from Home Education

Pursuant to [School Board Policy 8.14\(12\)](#), if a Home Education student enrolls full-time in a public school within the District, grade placement and transferable credits shall be determined by the school administrator(s). The student's home education curriculum, portfolio, and evaluations may be reviewed at the school prior to placement or credit decisions.

MIDDLE SCHOOL (6-8) TRANSFER STUDENTS

A student who transfers to a SDPBC public school must submit an official transcript. Grades earned and offered for acceptance shall be accepted at face value subject to validation, if

required by the receiving school's accreditation. In accordance with [State Board of Education Rule 6A-1.09942](#), if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first grading period.

Validation Process for Middle School (6-8)

As stated in [State Board of Education Rule 6A-1.09942](#), validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in the next subsection of this Plan.

Alternative Validation Procedure for Middle School (6-8)

As stated in [State Board of Education Rule 6A-1.09942](#), if validation based on performance as good cause described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent(s):

1. portfolio evaluation by the School District Superintendent/designee;
2. demonstrated performance in courses taken at other public or private accredited schools;
3. demonstrated proficiencies on nationally-normed standardized subject area assessments;
4. demonstrated proficiencies on the statewide assessments; **or**
5. written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least 90 calendar days from date of transfer to prepare for nationally-normed standardized subject area assessments and statewide assessments outlined above, if required.

The student's custodial parent(s) may appeal the placement decision to the School District Superintendent/designee within 14 calendar days of the principal's decision.

HIGH SCHOOL (9-12) TRANSFER STUDENTS

A student who transfers to a SDPBC public school must submit an official transcript. Grades earned and offered for acceptance shall be accepted at face value subject to validation, if required by the receiving school's accreditation. (More information on AdvancEd validation, including AdvancEd Accredited Agencies, is located at <http://www.advanc-ed.org>.) In accordance with [State Board of Education Rule 6A-1.09941](#), if the student does not possess an

official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first grading period the student is enrolled.

Validation of Transfer Credits/Grades for High School (9-12)

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:

- validation of the official transcript is deemed necessary under the AdvancEd policy;
- the student does not possess an official transcript; and/or
- the student is a Home Education student without an official transcript from an educational institution or program.

High School Validation Process for High School (9-12)

As stated in [State Board of Education Rule 6A-1.09941](#), 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 (GPA) of 2.0 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 in the next subsection of this Plan.

The grade of “P” (Pass) is used when validating/granting transfer credits for coursework when an official transcript or grades that equate to those used in SDPBC 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 GPA.

Alternative Validation Procedure for High School (9-12)

As stated in [State Board of Education Rule 6A-1.09941](#), 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(s):

1. portfolio evaluation by the Superintendent/designee;
2. written recommendation by a Florida certified teacher selected by the parent(s) and approved by the principal;
3. satisfactory performance in courses taken through Dual Enrollment or at other public or private accredited schools;
4. satisfactory proficiencies on nationally-normed standardized subject area assessments;
5. satisfactory proficiencies on a Florida Standards Assessment (FSA); or

6. written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least 90 calendar days from date of transfer to prepare for nationally-normed standardized subject area assessments, statewide standardized, or EOC Assessment outlined above, if required.

The student's custodial parent(s) may appeal the placement decision to the School District Superintendent/designee within 14 calendar days of the principal's decision.

Transfer Students Placement for Graduation

Students transferring in from outside of the SDPBC will be placed on a schedule to graduate with their cohort, based on the number of credits needed to graduate.

During the **first semester** of school, placement will be based on the following credits:

CREDITS NEEDED FOR GRADUATION	GRADE PLACEMENT
20 or more	9 th Grade
14.5 to 20.5	10 th Grade
7.5 to 14	11 th Grade
7.0 or less	12 th Grade

During the **second semester** of school, placement will be based on the following credits:

CREDITS NEEDED FOR GRADUATION	GRADE PLACEMENT
18 or more	9 th Grade
11 to 17.5	10 th Grade
4.0 to 10.5	11 th Grade
3.5 or less	12 th Grade

With the exception of students who have been accepted into an early admission program, Grade 12 students transferring into the SDPBC will be required to enroll in a minimum of six courses (i.e., eight courses in schools on a four-by-four block schedule). At least one-half of these courses must be completed on the campus of the home school in order to receive a diploma from that school.

INTERNATIONAL EXCHANGE TRANSFER STUDENTS

In accordance with [School Board Policy 5.045](#), when an international exchange student enters SDPBC, the sponsoring organization must provide documented evidence of:

1. the named host family that has pledged to provide housing for the student during the period of enrollment in the school system;
2. health, accident, and liability insurance that is valid in the United States;
3. required immunizations prior to the student's first day of attendance;
4. a written statement indicating who is responsible for the affected student in case of emergency; and
5. evidence of sufficient English language proficiency, including reading, writing, and speaking that will enable the student to successfully function at the academic level in which he/she is enrolled.

The exchange student must be certified with a *J-1 Exchange Visa*, be a high school student and shall present documented proof with a birth certificate or passport showing that he/she will be at least 16 years of age but not have attained the age of 18.5 prior to attendance at a school in the District.

The exchange student's transcript will be evaluated by the school counselor, so that the exchange student can enroll in appropriate grade level classes.

The exchange student shall not, as a condition of enrollment, request or require a diploma of graduation or equivalent from the SDPBC. International exchange students have all rights and responsibilities accorded to students in the SDPBC, except the right to a diploma and participation in graduation ceremonies.

The exchange student, who is a high school graduate or equivalent from the country of origin, must be cleared for the program by the appropriate Area Superintendent. (Refer to [School Board Policy 5.045](#) for more information.)

The principal of the school or designee shall approve the admission of each exchange student who lives within the regular school attendance boundary of the host family's residence. Once approved, the student's name must be submitted to the Area Office. Any foreign exchange student issues are to be directed to the Area Office.

ENGLISH LANGUAGE LEARNER (ELL) TRANSFER STUDENTS

In accordance with [State Board of Education Rules 6A-6.0900](#) and [6A-6.0905](#), the [School District of Palm Beach County Plan for Services to English Language Learners](#) is available at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>). During registration, the initial date a student first entered a school in the United States, Date Entered United States School (DEUSS), is collected. An ELL is identified and assessed to determine eligibility for services, in accordance with [State Board of Education Rule 6A-6.0902\(1\)\(2\)](#).

The English for Speakers of Other Languages (ESOL) coordinator/contact person and the school counselor/administrator shall review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL Program placement. [[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 Programmatic Assessment and Academic Placement Review \(PBSD 1764\)](#) and filed in the ELL folder. Community Language Facilitators assist the students and their families when necessary, to ensure proper program/course placement.

An ELL in Grades K-8 is placed into academic classes based on age/grade appropriateness. When an ELL student provides records that show enrollment in school (excluding any of the 50 states and the District of Columbia) but not grade level appropriate for his/her age, the student needs to be placed in the age-appropriate grade and provided opportunities to learn key skills according to the ELL Plan to enhance the likelihood of success in the current grade in which he/she is placed.

A student who is age appropriate for high school must be placed in at least the 9th grade. High school placement procedures can be found in Section 5 of the [SDPBC ESOL Procedures Manual](#). ELLs are scheduled into classes that fulfill graduation requirements and the District's Student Progression Plan, as well as granted credit for completed academic coursework, regardless of the language in which the coursework was completed.

An ELL Committee meeting must be conducted under the following circumstances: a student's placement is based on age; or 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 participate in the ELL Committee and placement process. In accordance with [State Board of Education Rule 6A-6.0902\(3\)\(d\)](#), parent(s) have the right to choose the ESOL Instructional Model (sheltered, support, or dual language) in which the child is served.

Reevaluation of ELL student placement can be made at the request of any member of the ELL committee. Due diligence should be taken to make placement decisions in the best interest of the student [[Code of Ethics of the Education Profession in Florida 6A-10.080\(2\)](#)].

EXCEPTIONAL STUDENT EDUCATION (ESE) TRANSFER STUDENTS

The [State Board of Education Rules 6A-6.0331](#), [6A-6.0361](#), [School Board Policy 5.725](#), and the SDPBC's [Exceptional Student Education Policies and Procedures \(SP&P\)](#), address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the

requirements for students who transfer to the SDPBC within Florida and students who transfer from outside of Florida.

ESE Students who Transfer Within Florida

If an ESE student, who had an IEP or EP that was in effect in a previous Florida school district, transfers to the SDPBC and enrolls in a new school, the SDPBC, in consultation with the parent(s), will provide a Free Appropriate Public Education (FAPE) to the student, which includes services comparable to those described in the child's IEP/EP from the previous Florida school district, until the SDPBC does either of the following:

- adopts the child's IEP/EP from the previous school district; or
- develops, adopts, and implements a new IEP/EP that meets the applicable requirements of [State Board of Education Rule 6A-6.03028](#) or [6A-6.03019\(1\)](#).

ESE Students who Transfer From Outside Florida

If an ESE student, who had an IEP or EP that was in effect in a previous school district in another state, transfers and enrolls in a new school within the same school year, the SDPBC, in consultation with the parent(s), will provide a FAPE to the student, which includes services comparable to those described in the child's IEP/EP from the previous District, until the SDPBC does both of the following:

- conducts an initial evaluation in accordance with [State Board of Education Rule 6A-6.0331](#) (if determined to be necessary by the SDPBC); and
- develops, adopts, and implements a new IEP/EP, if appropriate, that meets the applicable requirements of State Board of Education Rules 6A-6.03011 through 6A-6.0361⁹.

ESE Students who Transfer with Section 504 Accommodation Plans

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 and revise, as necessary, the existing active Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it is determined that the Section 504 Accommodation Plan is not appropriate; the school must evaluate the student consistently with Section 504 procedures, and develop and implement an appropriate Section 504 Accommodation Plan.

⁹ State Board of Education Rules are located at: <https://www.flrules.org/default.asp>.

ATTENDANCE AND ABSENTEEISM

In accordance with [Florida Statute § 1003.24](#) and [School Board Policy 5.09\(1\)](#), school attendance is the direct responsibility of the parent(s) and child(ren). Each parent of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. Except as provided in [Florida Statute § 1003.24](#) and [State Board of Education Rule 6A-1.09513](#), all students are expected to attend school regularly, to be on time for classes in order to benefit from the instructional program, and to develop habits of punctuality, self-discipline, and responsibility. For detailed information regarding attendance requirements refer to [Florida Statute § 1003.21](#) and [School Board Policy 5.09](#).

ATTENDANCE POLICIES AND PROCEDURES

General Attendance Policies and Procedures

The [SDPBC Student and Family Handbook](#) outlines the attendance procedures. All school procedures conform to the following District-wide procedures.

- Parents are responsible for notifying the school when a child will be absent and for informing the school of the reason for the absence.
- Parents are expected to notify the school when their child is absent and inform the school of the reason for the absence within 24 hours by a written note. A verbal communication from the parent for the reason of the absence would also be acceptable.
- School officials may require medical verification of absences. It is the responsibility of the student to make-up work missed because of absences.

Middle School Attendance Policies and Procedures

Students must be in attendance for a minimum of 90 percent of the class time to earn a passing grade in a middle school course. Students who are absent more than 10 percent of class time may earn a passing grade by demonstrating mastery. Mastery is defined as follows:

- earning a passing grade for the marking period; and
- passing the marking period assessment.

NOTE: The high school attendance policy applies when a middle school student is enrolled in a high school credit course.

High School Attendance Policies and Procedures

As class participation is an important aspect of curriculum delivery in a traditional classroom, attendance will be a factor in demonstrating mastery. Students who are absent from a class more than 10 percent of a semester must pass at least one nine-week marking period and the

semester exam in order to demonstrate their knowledge of the subject and to receive credit. This does not apply to virtual or performance-based instructional settings.

If a student is absent more than 10 percent of the **entire school year** in an EOC Assessment course, the student **must** earn a passing grade in the fourth nine-weeks, in order to pass the course.

NOTE: Parent(s) are to be notified by telephone or by mail when lack of attendance endangers the student's grades.

LATE ARRIVALS/TARDINESS POLICIES AND PROCEDURES

Students reporting late to school/class when the day/class period begins are considered tardy. Excessive tardiness shall be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Unless excused under the provisions of this policy, accumulated tardiness will be recorded as unexcused absences consistent with [Florida Statute § 1003.02\(1\)\(b\)](#) and [School Board Policy 5.09](#).

When a **secondary student** (Grades 6-12) misses 50 percent or more of the identified instructional class period due to late arrival or tardiness, the student shall be considered absent.

According to [School Board Policy 5.09\(3\)\(a\)](#), *absence* means not being actually present when attendance is checked, unless the student arrives within time to be marked "tardy" instead of absent. Students may not be counted in attendance while away from the school on a school day unless they are engaged in an educational activity, which constitutes part of the school-approved instructional program.

ABSENCES POLICIES AND PROCEDURES

Excused Absences

Per [School Board Policy 5.09](#), the following situations/reasons qualify as excused absences:

- student illness (if a student is continually sick and repeatedly absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);
- medical appointment;
- death in the family;
- observance of a religious holiday or service (that is recognized as such by all members of the faith per [School Board Policy 5.095](#));

- subpoena by a law enforcement agency or mandatory court appearance;
- suspension¹⁰ (in-school and out-of-school);
- field trips which are authorized by the principal; and/or
- other individual student absences beyond the control of the parent or student (as determined and approved by the principal/designee. [\[School Board Policy 5.09\(3\)\(a\)\(vi\)\]](#))

Unexcused Absences

An unexcused absence is any absence that does not fall into one of the above excused absence categories. [School Board Policy 5.09](#) mandates that each school in the SDPBC determine if an absence or tardiness is excused or unexcused according to the criteria established by the School Board within this Policy.

Make-Up Work

In accordance with [School Board Policy 5.09](#), for excused and unexcused absences, including suspensions, the student will be afforded the opportunity to make-up work without academic penalty. For In-School Suspensions (ISS), students will receive assignments daily. For Out-of-School Suspensions (OSS), students will receive assignments in a timely manner.

- For excused or unexcused absences, the number of days allowed to make-up work shall be the same as the number of days the student was absent. Modifications to the time frame should be made at secondary schools on block schedule. It is the student's responsibility to contact his or her teacher(s) about the make-up assignments and to complete all make-up work in a **timely manner**.
- For ISS and OSS, all work/assignments are due on the day of return from the suspension. Students must be provided the work/assignments in a **timely manner**.

Students with Section 504 Accommodation Plan Absence Policy

When a student with an active 504 Accommodation Plan has excessive absences, the student must demonstrate mastery. In each case, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability of record. If the Multi-Disciplinary Team determines that the absences are caused by the student's disability, the student's placement must be reevaluated for appropriateness. [\[Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104\]](#)

¹⁰ Suspension, in-school and out-of-school, is the temporary removal of the student from his or her regular school program or all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the Principal or designee, as defined by [Florida Statute § 1003.01\(5\)\(a\)&\(b\)](#), and provided for in the *Student Code of Conduct*, [School Board Policy 5.1812](#), or [School Board Policy 5.1813](#).

The Section 504 Accommodation Plan must address any additional accommodations, strategies, and/or interventions needed to ensure that the student has an equal opportunity to demonstrate course mastery.

Exceptional Student Education (ESE) Absence Policy

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. Refer to [State Board of Education Rule 6A-6.0331\(1\)\(c\)](#), [School Board Policy 5.725](#), and its referenced [Exceptional Student Education Policies and Procedures \(SP&P\)](#).

If the IEP Team determines that the excessive absences are related to the student's disability, the IEP Team must take appropriate action, which may include waiver of the attendance guidelines in determining grades, as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences are not related to the student's disability, the student is treated the same as a General Education student.

Hospital/Homebound Services

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 can be found in [State Board of Education Rule 6A-6.03020](#) and is available in [School Board Policy 5.725](#); [Exceptional Student Education Policies and Procedures \(SP&P\)](#); and [State Board of Education Rule 6A-6.03411](#). Additional information is provided by the Department of Exceptional Student Education at: <http://www.palmbeachschools.org/ese/hh.asp>.

NOTE: In accordance with [Florida Statute § 1003.33\(2\)](#), a student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

STUDENT WITHDRAWALS

ELEMENTARY SCHOOL (K-5) PROCEDURES

Withdrawal During the School Year

A student who leaves before the close of the school term shall receive grades on the report card covering the terms in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year. The parent(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. Principals are authorized to make arrangements for the administration of any tests or examinations as appropriate, prior to withdrawal.

Principals may determine that the requirements for early withdrawal do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal and Area Superintendent.

MIDDLE SCHOOL (6-8) PROCEDURES

Withdrawal During the School Year

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) 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, prior to withdrawal. Principals are authorized to make arrangements for the administration of any tests or assessments, as appropriate.

Students Enrolled in High School Credit Courses

Students enrolled in high school credit courses who leave prior to the last two weeks of any semester will not be granted credit in those courses, unless they enroll in another school and complete the course requirements including examinations, if applicable. Yet, pursuant to [Florida Statute § 1003.4295\(3\)](#), students enrolled in courses with an End-of-Course (EOC) Assessment who have earned a proficient score on the assessment will earn course credit through the Credit Acceleration Program (CAP). Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate. Principals may determine that the requirements for early withdrawal do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal and Area Superintendent.

HIGH SCHOOL (9-12) PROCEDURES

Withdrawal Prior to the Last Two Weeks of the Semester

Except as stated above as provided by [Florida Statute § 1003.4295\(3\)](#), 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, as appropriate.

Withdrawal 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/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, as appropriate.

Principals may determine that the requirements for early withdrawal are not required when unusual/extenuating circumstances preclude full compliance by the student. Student withdrawal must be approved by the school principal and Area Superintendent.

HOME EDUCATION ENROLLMENT PROCEDURES

Withdrawal for Enrollment in Home Education Program

To withdraw a student for enrollment in a Home Education Program, the parent(s) must initiate the withdrawal process at the school and notify the School District Superintendent/designee in writing, of the intent to establish a Home Education Program for the student. The parent shall submit the Letter of Intent to the Home Education Office within 30 days of the establishment of the Home Education Program. Refer to the School District's [Home Education Office](#) for further information. Parent(s) can also obtain assistance by contacting (561) 434-8052. [[Florida Statute § 1002.41](#) & [School Board Policy 8.14\(3\)\(4\)\(5\)](#)]

Home Education correspondence should be mailed to:

School District of Palm Beach County Home Education Office 3308 Forest Hill Boulevard, Suite C-141 West Palm Beach, FL 33406-5813
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CURRICULUM

The SDPBC Curriculum Guidelines incorporates the performance standards as defined by the Florida Department of Education (FLDOE) Florida Standards (for English Language Arts and Mathematics), Next Generation Sunshine State Standards (NGSSS), or Academically Challenging Curriculum to Enhance Learning (ACCEL) options, as applicable. FLDOE course descriptions can be accessed through CPALMS at: <http://www.cpalms.org/Public/>. [[State Board of Education Rule 6A-1.09401](#)]

ELEMENTARY SCHOOL (K-5) CURRICULUM

The elementary school curriculum includes standards for the following content areas:

- Health Education
- Language Arts
- Mathematics
- Music
- Physical Education
- Reading
- Science
- Social Studies
- Visual Arts
- World Language
- Writing

These standards delineate the academic achievement for which the State will hold schools accountable. District-adopted and/or District-developed instructional materials are provided as tools to support instruction in elementary school classrooms. In addition, course descriptions or frameworks are provided for each elementary school course. These course descriptions meet the requirements of [State Board of Education Rules 6A-1.09412](#).

MIDDLE SCHOOL (6-8) CURRICULUM

The middle school curriculum includes standards for the following content areas:

- Arts Education
- Career Education
- English Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

In addition, course descriptions or frameworks are provided for each middle 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 middle schools.

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 offered 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 (GPA).

Honors weight (1.125) for high school courses taken by middle school students will be awarded accordingly to the Florida Course Code Directory or as determined by the SDPBC. 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 International Baccalaureate (IB) Middle Years Program (MYP) and International General Certificate of Secondary Education (IGCSE) courses can only be taught in approved IB MYP or Cambridge Programs.

HIGH SCHOOL (9-12) CURRICULUM

The curriculum includes standards for the following content areas:

- Arts Education
- Career Education
- English Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

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

High schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of all students. The School District shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet the State Board

of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, world languages, health and physical education, and the arts. [[Florida Statute § 1003.42\(1\)](#)]

High school courses may be yearlong or semester courses. With the exception of certain Dual Enrollment college courses and all courses with EOC Assessments, 0.5 credit is awarded for passing a semester in each course. No credit is awarded solely on the basis of participation in extracurricular activities.

CURRICULUM FOR SPECIAL PROGRAMS

Choice Programs

In accordance with [Florida Statute § 1002.31](#) and [School Board Policy 5.016](#), SDPBC provides a system of school choice to best accommodate parent and student educational options. Choice Programs are K-12 theme-based programs offering students innovative approaches to learning and specialized curriculum enhancements that engage students and provide rigorous academic instruction by specially trained teachers. Students are provided opportunities for in-depth experiences and study in specific areas of interest. Choice programs include the K-12 Arts continuum, K-12 International Baccalaureate continuum, K-12 Dual Language continuum, and elementary programs such as Montessori. Other choices referenced in [School Board Policy 5.016](#) are the career academies (Career and Technical Education Programs) at the middle and high school levels.

Program descriptions for each Choice and Career Academy program, any eligibility requirements, availability of transportation, and the application and lottery processes can be accessed in the Choice Programs booklet and other links on the Choice and Career Options website: <http://www.palmbeachschools.org/choiceprograms>.

English for Speakers of Other Languages (ESOL)

In accordance with [State Board of Education Rules 6A-6.0902](#), [6A-6.0903](#), [6A-6.0904](#); [6A-6.0908](#), students who are identified as English Language Learners (ELLs) must be given equal access to the general curriculum, as defined by the SDPBC Curriculum Guidelines. The General Education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The student's Individual ELL Plan documents the instructional strategies required, ensuring the student an equal opportunity to master the General Education curriculum. For full explanation of services and models, refer to the [School District of Palm Beach County's ESOL Procedures Manual](#) (Section 2).

Refer to [State Board of Education Rule 6A-6.09022](#) for more information on the extension of services for ELLs, [State Board of Education Rule 6A-6.0903\(2\)](#) for the requirements for exiting ELLs from ESOL Programs, and [State Board of Education Rule 6A-6.09031](#) for post reclassification of ELLs.

Exceptional Student Education (ESE)

Pursuant to [School Board Policy 5.725](#) and [State Board of Education Rule 6A-6.03028](#), Individual Education Plans (IEPs) for students with disabilities enrolled in an Exceptional Student Education (ESE) Program must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. Refer to [School Board Policy 5.725](#), the [Exceptional Student Education Policies and Procedures \(SP&P\)](#) and [Florida Statutes §§ 1003.57, 1003.571, and 1003.5715](#).

All students must be given access to the general curriculum, 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 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. The Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) include access points for students with significant disabilities. The Next Generation Sunshine State Standards (NGSSS) include access points in the content area of science and social studies. These access points are expectations for students with significant cognitive disabilities to access the General Education curriculum. Access points reflect the core intent of the standards with reduced levels of complexity. (Refer to [State Board of Education Rule 6A-1.09414](#) for course descriptions).

In all cases, the IEP Team, which must include the parent(s), makes special program placements and educational decisions. The IEP must include 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. As appropriate, the IEP should enable the parent(s) and student to be involved in determining how the student will be involved/progress in the General Education curriculum, and how the student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)2](#)]

The IEP Team must draft benchmarks and short-term objectives for students with disabilities who take the alternative assessments aligned to alternative achievement standards. The IEP Team has the discretion to also draft benchmarks and short-term objectives for other students with disabilities. [[State Board of Education Rule 6A-6.03028](#)]

The IEP may specify whether accommodations¹¹/modifications¹² 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. The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)2](#)] In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or severity of the disability are such that education in General Education classes, with the use of supplementary aids and services cannot be achieved satisfactorily. [[Exceptional Student Education Policies and Procedures \(SP&P\)](#)]

The SDPBC shall establish procedures that provide the opportunity for one or both of the student's parent(s) to participate in meetings and decisions concerning the student's IEP. A written notice of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, as well as whom, by title or position, will be attending.

No later than the first IEP to be in effect when a student turns 14 or younger if determined appropriate by the IEP Team, the notice must also indicate that a purpose of the meeting will be identifying transition services needs of the student, and that the District will invite the student. [[State Board of Education Rule 6A-6.03028\(3\)\(b\)3.4.](#)]

To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP Team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability attains the age of 14 years in order for the postsecondary goals and career goals to be identified and in place when the student attains the age of 16 years. This process must include, but is not limited to: consideration of the student's need for instruction in the area of self-determination and self-advocacy to assist the student's active and effective participation in an IEP meeting and preparation for the student to graduate from high school with a Standard High School Diploma pursuant to [Florida State Statute § 1003.4282](#) with a Scholar Designation unless the parent chooses a Merit Designation.

¹¹ 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.

¹² Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. Modifications to basic or vocational courses may include: increased or decreased instructional time; varied use of methodology; special communications systems (which may be used by the teacher or the student); classroom or district test administration procedures; and other evaluation procedures (which may be modified, as specified in [State Board of Education Rule 6A-1.0943](#)) to accommodate the student's handicap. (See [State Board of Education Rule 6A-6.0312](#), for course modifications for Exceptional Students).

Beginning not later than the first IEP to be in effect when the student attains the age of 16 or younger, if determined appropriate by the parent and the IEP Team, the IEP must include the following statements that must be updated annually:

1. a statement of intent to pursue a Standard High School Diploma and a Scholar or Merit designation, pursuant to [Florida Statute § 1003.4285](#) or Special Diploma as determined by the parent;
2. a statement of intent to receive a Standard High School Diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements in [Florida State Statutes § 1003.4285](#) or [1003.4282](#), as applicable, including, but not limited to, a portfolio pursuant to [Florida State Statute § 1003.4282\(10\)\(b\)](#) which meets the criteria specified in State Board of Education Rule. The IEP must also specify the outcomes and additional benefits expected by the parent and the IEP Team at the time of the student's graduation; and
3. a statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and if appropriate, independent living skills, and the transition services, including courses of study needed to assist the student in reaching those goals. [[Florida Statute § 1003.5716](#)]

To the extent appropriate, and with the consent of the parents or a student who has reached the age of majority, the District shall invite a representative of any participating agency that may be responsible for providing or paying for transition services. Parental consent or the consent of the student who has reached the age of majority must also be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services. [[State Board of Education Rule 6A-6.03028\(3\)\(c\)8](#)]

Public school students with disabilities must be provided the opportunity to meet the graduation requirements for a Standard High School Diploma as set forth in [Florida Statute § 1003.4282](#) in accordance with the provisions of [Florida Statutes §§ 1003.57](#) and [1008.22](#). Pursuant to [Florida Statute § 1003.438](#), certain public school students with disabilities may be awarded a Special Diploma upon high school graduation. [[Florida Statute § 1002.20\(8\)](#)]

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

Section 504 Accommodation Plans

A student is eligible for accommodations, under Section 504 of the Rehabilitation Act of 1973, if the student is determined to have a physical or mental impairment that substantially limits one or more major life activity of such student. In addition, a student with either a record of

impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

A student meets the requirement of being regarded as having impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six months or less.

A Multi-Disciplinary Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An episodic or in remission impairment is a disability if it would substantially limit a major life activity when active. Impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.

The determination of whether the impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- medication, medical supplies, equipment or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- use of assistive technology;
- reasonable accommodations or auxiliary aids or services; or
- learned behavioral or adaptive neurological modifications.

However, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity.

To ensure compliance for all school decisions made under Section 504 and ADA, two components are necessary. First, the parent(s) must always be notified of any meeting scheduled to determine eligibility or subsequent meetings to make changes to the Section 504 Accommodation Plan. Secondly, the student's Multi-Disciplinary Team must make service, accommodation, and placement decisions. A Section 504 Accommodation Plan cannot be changed without proper parental notice and a Multi-Disciplinary Team Meeting. 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. [[Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104](#)]

Gifted Education Curriculum

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, such as Honors, Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE). [[State Board of Education Rule 6A-6.030191](#)]

Students identified as gifted, under [State Board of Education Rule 6A-6.03019](#), have an Educational Plan (EP) that outlines goals, strengths, and weaknesses that provide 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](#) and the [Exceptional Student Education Policies and Procedures \(SP&P\)](#) pertaining to gifted students.

Home Education Program

The School Board recognizes the rights of parents¹³ to educate their child(ren) at home in lieu of regular attendance in a public or private school. The School Board's Policy is to ensure the Home Education Program for students of the SDPBC is conducted in accordance with State laws and rules. [[School Board Policy 8.14](#)]

A Home Education Program is sequentially progressive instruction of a student directed by his/her parent(s). The parent(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 is responsible for submitting

¹³ When the word "parent(s)" is used, it also refers to "legal guardian(s)" and persons acting a parent.

an annual evaluation, in accordance with [Florida Statute § 1002.41](#). Information and forms are available at <http://www.palmbeachschools.org/homeeducation>.

Virtual Instruction

[Florida Statute § 1002.45](#) authorizes school districts to implement virtual instruction programs through district-operated or contracted providers approved by the Florida Department of Education. The SDPBC provides multiple options of full-time and part-time K-12 virtual instructional programs. [[Florida Statutes §§ 1002.37](#), [1001.42\(23\)](#), [State Board Education Rules 6A-6.0980](#), & [6A-6.0981](#)]

A student who is a full-time student attending a traditional public school in the SDPBC must have permission from his/her school counselor and principal to enroll in Virtual Education courses.

For more information, including the required multiple virtual options, see program descriptions at: www.palmbeachvirtual.org. Student eligibility for participation is determined by [Florida Statute § 1002.455](#), and participation requirements are set forth in [Florida Statute § 1002.45\(6\)](#).

Registered Home Education students may take a partial or full schedule with District's Florida Virtual School (FLVS) franchises or approved virtual education providers in accordance with [Florida Statutes §§ 1002.37](#) and [1002.41](#). The Home Education Office must provide verification of active status and compliance for all registered Home Education students who enroll with FLVS as outlined in the District's FLVS Agreement.

Educational Alternatives/Department of Juvenile Justice/Youth Services

In accordance with [Florida Statutes §§ 1003.51](#), [1003.52](#), [1003.53](#), [1003.54](#), and State Board of Education Rules 6A-6.052 through 6A-6.05292¹⁴, the SDPBC provides special assistance and programs to those students identified as at-risk of dropping out of middle and high school.

The academic program for a Dropout Prevention (DOP)/ Educational Alternatives (EA)/Department of Juvenile Justice (DJJ)/Youth Services student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum and/or setting. Various programs and support activities are available in EA/DJJ/Youth Services schools throughout the SDPBC. In order to meet the needs, interests, and talents of eligible students, the programs employ alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures. 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

¹⁴ State Board of Education Rules are located at: <https://www.flrules.org/default.asp>.

demonstrate other at-risk factors, may be considered eligible. Refer to [School Board Policy 8.13](#) and the referenced [Dropout Prevention/Educational Alternative/Juvenile Justice/Youth Services Programs Manual](#), on the Department of Educational Alternatives website: <http://www.palmbeachschools.org/9304/>.

Students identified as English Language Learners (ELLs) and/or eligible for Exceptional Student Education (ESE) services, who meet the eligibility criteria for Educational Alternatives/Dropout Prevention, may be considered for placement.

A high school student identified as at-risk may be eligible for accelerated credit opportunities if the student is enrolled in an:

1. Educational Alternatives (Dropout Prevention) Performance-Based (Competency-Based) Program that allows for shortened instructional time and awards credits for the mastery of 70 percent of the course performance standards; or
2. approved Educational Alternatives (Dropout Prevention) course modification program designed for 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 credits for mastery of performance standards.

Teacher observation, classroom assignments, examinations, and alternative assessment methods are considered appropriate for assessing student mastery of the course performance standards for both middle and high school students.

SPECIAL PROGRAMS FOR HIGH SCHOOL

Career and Technical Education (CTE)

Students in the SDPBC are eligible for consideration and participation in Career & Technical Education Programs. Recent legislation and rule revisions have substantially changed many of these programs and have mandated placement and productivity standards as conditions for continued funding. [[Florida Statutes §§ 1003.491 & 1003.492](#); and [State Board of Education Rule 6A-6.0573](#)]

It is essential that parents, students, teachers, school counselors, and administrators be aware that individual CTE courses do not stand alone, but are part of a planned program of study leading to college and career readiness and industry certifications, where applicable. Not all CTE programs or academies are offered at all high schools. Students should take advantage of available career planning activities within their schools when selecting CTE programs of study.

To better prepare our students to be college and career ready, the Department of Choice and Career Options has developed a solid Career Pathway System. This System includes rigorous Programs of Study to provide students with academic preparation, guidance, and career-related knowledge to help them prepare for their future career goals. Each program of study includes college credit earning opportunities through AP, Dual Enrollment, Gold Standard Statewide Articulation Agreements via industry certifications, as well as Articulation Agreements with local post-secondary institutions.

At the core of each Program of Study is a common set of foundational knowledge and skills, which include the following:

- communication;
- creativity and innovation;
- critical thinking and problem solving;
- global, social, and cultural awareness; and
- intellectual curiosity.

Core Credit for Career and Technical Education (CTE)

A student who completes selected Career and Technical Education (CTE) Industry Certification courses, which lead to college credit, may elect to substitute the course for up to two mathematics courses and up to one science credit. However, CTE Industry Certification courses may not be substituted for Algebra 1, Geometry, or Biology credits. Course code waiver numbers have been added to the Course Code Directory (CCD) for student transcript purposes:

- Industry Certification Mathematics Waiver numbers are 1200998 and 1200999; and
- Industry Certification Science Waiver number is 2000999. (Refer to [Section 5](#) of the CCD).

For a listing of applicable industry certifications, please visit the resource section located at: <http://www.fldoe.org/articulation/CCD/1415.asp> and access the *Statewide Articulation Agreements-Industry Certification*.

NOTE: Students interested in an applicable mathematics and/or science substitution through an Industry Certification, which lead to college credit, should consult with a school counselor regarding college admissions criteria utilizing course substitutions. Course substitutions may not count towards State University System admissions requirements.

Career Academies

Students completing CTE programs or academies may receive a Standard High School Diploma or a Special Diploma, contingent on all other graduation requirements being met. In addition, students have the opportunity to earn one or more of the following:

- Scholar Diploma Designation

- Merit Diploma Designation
- Career Education Program Completion Certificate;
- Articulated credits through Career Pathways (local and statewide);
- Dual Enrollment credits;
- State Licensure, if applicable; and
- Florida Bright Futures Vocational Gold Seal Scholarship.

Additional information is available at <http://www.palmbeachschools.org/9044ce/Index.asp>.

Career Education Program Completer Certificate

A Career Education Program Completer Certificate is awarded to students who successfully complete all courses in a CTE Program or Academy, as set forth by the Florida Department of Education (FLDOE) and outlined in the District [Career and Technical Education Resource Manual](#) which is available on the District's CTE website:

<http://www.palmbeachschools.org/9044ce/index.asp>.

Beginning in middle school, a student can begin a CTE Program of Study that includes proficiency in mathematics, communications, science, and a sequence of courses in a CTE Program or Academy, such as business, marketing, drafting, computer technologies, culinary, public service, early childhood education, and health science occupations, etc. This will provide preparation for careers that will have continued growth in the 21st Century. In addition, Articulation Agreements with postsecondary institutions are developed to provide students with the opportunity to receive college credit for certain secondary CTE courses upon matriculation. [[Florida Statute § 1007.22](#)]

Scholarships are available to eligible students who successfully complete a CTE Program of Study through the Florida Bright Futures Scholarship Program.

Junior Reserve Officers' Training Corp (JROTC)

The School District shall allow a student attending a public high school in the District to enroll in the Junior Reserve Officers' Training Corps (JROTC) at another public high school in the District unless:

- the student's school offers the JROTC for any branch of the United States Armed Forces or United States Department of Homeland Security;
- the student does not meet the JROTC's minimum enrollment qualifications; or

- scheduling of the student's courses of study does not allow the student to attend the JROTC at another public high school in the School District.

Pursuant to [Florida Statute §1003.451\(2\)\(a\)\(b\)](#), the School District is not required to provide transportation for a student to attend the JROTC at another public high school in the School District.

Performance-Based Exit Option Model

The Performance-Based Exit Option Model, (formerly known as the GED Exit Option), when offered, is an instructional program that results in a Florida High School Performance-Based Diploma. Students who are enrolled in credit earning courses and who earn a proficient score on the required sections of Florida Comprehensive Assessment Test (FCAT) 2.0, End-of-Course (EOC) Assessments, or alternate assessment and the GED, may be awarded a State of Florida High School Performance-Based Diploma. This Performance-Based Diploma may not provide the same postsecondary options as a Standard Diploma. [[Florida Statute § 1003.435](#) & [State Board of Education Rule 6A-6.0212](#)]

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

The SDPBC provides unique learning opportunities and options for students on various levels of learning. The ACCEL options provide academically challenging curriculum or accelerated instruction to eligible public school students in Kindergarten through 12th grade. Eligibility requirements and procedures have been established by the SDPBC.

GENERAL ELEMENTARY AND MIDDLE SCHOOL ACCEL OPTIONS

According to [Florida Statute § 1002.3105](#), ACCEL options include, but are not limited to, the following:

- whole-grade and midyear promotion;
- subject-matter acceleration;
- virtual instruction; and
- Credit Acceleration Program (CAP).

Additional acceleration options include, but are not limited to, STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, or telescoping curriculum. Parents and students should contact the school for acceleration options and eligibility criteria. Schools shall notify parents and students of the District's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in the student attending a different school.

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

GENERAL HIGH SCHOOL ACCEL OPTIONS

According to [Florida Statute § 1002.3105](#), ACCEL options include, but are not limited to, the following:

- Credit Acceleration Program (CAP);
- Advanced Placement (AP) Program;

- International Baccalaureate (IB) Program;
- Advanced International Certificate of Education (AICE);
- Dual Enrollment and Early Admission;
- Career Academy Courses; and
- Virtual Courses.

CREDIT ACCELERATION PROGRAM (CAP)

- The CAP Program allows a student to earn high school credit in Algebra 1, Geometry, United States History, or Biology, if the student earns a proficient score on the statewide, assessments administered under [Florida Statute § 1008.22](#).
- Course credit shall be awarded to a student who is not enrolled in the course, or who has not completed the course, if the student attains a proficient score on the corresponding statewide assessment.

Elementary and Middle School Eligibility Criteria for CAP

EOC	Prerequisite required for CAP
Algebra 1	FCAT 2.0 Mathematics Level 5 or comparable standardized assessment (prior two years); and Algebra 1 Diagnostic EOC Assessments score of Level 5
Algebra 2	Algebra 1 EOC Assessment score of Level 5; and Geometry EOC Assessment score of Level 5; and Algebra 2 Diagnostic EOC Assessment score of Level 5
Geometry	Algebra 1 EOC Assessment score of Level 5; and Geometry Diagnostic EOC Assessment score of Level 5
Biology 1	Reading and Mathematics Level 5 or comparable standardized assessment (prior two years); and Biology 1 Diagnostic EOC Assessment score of Level 5
U.S. History	Reading FCAT 2.0 of Level 5 or comparable standardized assessment (prior two years); and U.S. History Diagnostic EOC Assessment score of Level 5

Requests for CAP should be made by the parent(s) on the [Credit Acceleration Program \(CAP\) Request for Elementary and Middle School \(PBSD 2520\)](#), which is available at the student’s school. The principal may also initiate student participation in CAP.

High School Eligibility Criteria for CAP

The School District shall permit a student who is not enrolled in the course, to take the assessment during the regular administration of the assessment. Students requesting participation in CAP should take the Palm Beach County Diagnostic EOC Assessment. Students who score the equivalent of a predicted Level 3 or higher on the Diagnostic EOC Assessment shall be permitted to take the statewide EOC Assessment.

ELEMENTARY SCHOOL ACCELERATION REQUIREMENTS

Subject-Area Acceleration (Including Virtual Instruction in Higher Grade Level Subjects)

For subject-area¹⁵ acceleration to occur, all of the following indicators must be met:

1. Student must have a recommendation supported by the School Based Team, school counselor, teacher(s) of record for the subject-area requested, and approval of school principal as noted on the [Elementary School Acceleration Plan and Performance \(PBSD 2500\)](#).
2. Student must be in attendance in the school where the ACCEL request is being made for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
3. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
4. Student must meet all expectations on Characteristics of Proficient Learners, as identified on the report card.
5. Student must demonstrate an overall high academic performance (i.e., report card ratings of “Exemplary” or all “A”s in subject-area requests for acceleration).
6. Student must demonstrate mastery of K-3 Florida Standards in reading, mathematics, and writing as related to the subject-area being requested for acceleration. Student mastery levels must reflect scores in the 9th stanine or equivalent. In 4th and 5th grade, a student must demonstrate the following as related to the subject-area being requested: a Level 5 on the Reading and Mathematics FCAT 2.0; in Science, a proficiency score of 225-260; and in Writing a Level of 5.

¹⁵ Schools should continue to follow their current practice and eligibility criteria for placing students in individual courses that are above the student’s current grade level. Virtual Education, including middle school course for Grade 4 and Grade 5 students with FCAT Levels 4 and 5, are still accelerated options.

MIDDLE SCHOOL ACCELERATION REQUIREMENTS

Subject Area Acceleration (Including Virtual Instruction in Higher Grade Level Subjects)

For subject area¹⁶ acceleration to occur, all of the following indicators must be met:

1. Recommendation supported by the School Based Team, school counselor, teacher(s) of record for the subject area requested, and approval of school principal as noted on the [Middle School Acceleration Plan and Performance Contract \(PBSD 2501\)](#).
2. Student must be in attendance in the school where the ACCEL request is being made for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
3. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
4. Student must demonstrate all “3”s and “4”s in conduct on report card from the previous nine academic months.
5. Student must demonstrate an overall high academic performance by report card ratings of all “A”s in subject area(s) requests for acceleration.
6. Student must demonstrate an overall high academic performance (i.e., the highest level for each applicable test) on all standardized tests midyear and end-of-year as applicable, including, but not limited to FCAT Reading and Mathematics, End-of-Course (EOC) Assessments and/or the Florida State Standards Assessments. Mastery levels reflect scores in the 9th stanine or equivalent.
7. Student must meet all expectations of Characteristics of Proficient Learners. A checklist is located on the [Middle School Acceleration Plan and Performance Contract \(PBSD 2501\)](#).

WHOLE-GRADE AND MIDYEAR PROMOTION PROCEDURES

Elementary School Requirements

For whole-grade promotion and/or midyear promotion to occur, all of the following indicators must be met:

1. Acceleration for specific core courses should be **considered**.
2. Gifted Program eligibility should be **considered**.
3. Recommendation supported by School Based Team, school counselor, two of the student’s current or former core curriculum teachers, and approval from the school principal, as

¹⁶ Schools should continue to follow their current practice and eligibility criteria for placing students in Algebra 1, Earth Science, and general high school electives. The ACCEL procedures and plan is not needed for those courses.

noted on the [Elementary School Acceleration Plan and Performance Contract \(PBSD 2500\)](#). For promotion to 6th grade, the signatures of the middle school principal/designee and Area Superintendent are required.

4. Student must be in attendance in the school where the ACCEL request is being made for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
5. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
6. Student must meet all expectations on Characteristics of Proficient Learners, as identified on the report card.
7. Student must demonstrate an overall high academic performance by report card ratings of "Exemplary" or all "A"s in core areas.
8. Student must demonstrate proficiency on the Grade 3 FCAT 2.0. In order for a student in 2nd grade to be promoted to 4th grade, the student must first have a midyear promotion to 3rd grade to enable the student to take the Grade 3 FCAT 2.0. Upon successful completion of the second part of 3rd grade, including earning a proficient score on the Grade 3 FCAT 2.0, the student will be eligible for promotion to 4th grade.
9. Student must demonstrate mastery of K-3 Florida Standards in mathematics, reading, and writing. Mastery levels must reflect scores in the 9th stanine or equivalent. In Grades 4-5, student must demonstrate a Level of 5 on the FCAT 2.0 Reading and Mathematics; on Grade 5 FCAT 2.0, a performance score of 225-260; and on Grade 4 FCAT 2.0 Writing a Level 5.

Middle School Requirements

For whole-grade promotion and/or midyear promotion to occur, all of the following indicators must be met:

1. Acceleration for specific core courses should be **considered**.
2. Gifted program eligibility should be **considered**.
3. Recommendation supported by School Based Team, school counselor, two of the student's current or former core curriculum teachers and approval from the school principal, as noted on the [Middle School Acceleration Plan and Performance Contract \(PBSD 2501\)](#). Area Superintendent recommendation is required if there is a change in school.
4. Student must be in attendance in the school of requested ACCEL for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.

5. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
6. Student must demonstrate all “3”s and “4”s in conduct on report card from the previous nine academic months.
7. Student must demonstrate an overall high academic performance by report card ratings of all “A”s in all classes (core and elective).
8. Students requesting promotion to Grade 9 must demonstrate an overall high academic performance by earning at least four academic high school credits with grades of “A” or “B”. High school World Language courses may be included. Grade of “A” is required for middle school courses.
9. Student must demonstrate an overall high academic performance (i.e., the highest level for each applicable test) on all standardized tests midyear and end-of-year as applicable, including, but not limited to FCAT Reading and Mathematics, EOC Assessments and/or Florida Standards Assessments (FSA). Mastery levels must reflect scores in the 9th stanine or equivalent.
10. Student must meet all expectations of Characteristics of Proficient Learners. Checklist located on the [Middle School Acceleration Plan and Performance Contract \(PBSD 2501\)](#).

High School Requirements

Whole-year and midyear promotion will be determined by the number of credits needed for the grade level, as defined in the [High School Grade Classification for Promotion and Retention](#) section.

RECOMMENDED ASSESSMENTS FOR SUBJECT AREA ACCELERATION

Elementary and Middle School Assessments (Whole-Grade & Midyear Promotion)

All available data must be considered. Mastery levels for eligibility reflect scores in the 9th stanine, highest level, or equivalent. The following data/assessments must be considered, if available:

- Current available FCAT scores, FSA scores, or comparable statewide standardized assessments
- Most recent SDPBC diagnostic scores
- Psycho-educational assessment
- Midyear and end-of-year assessments, as appropriate for ACCEL request
- Work samples of products

- Fountas and Pinnell Reading Running Records (for elementary school only)

PROCEDURES FOR REQUESTING ACCELERATION

Elementary School (K-5) Procedures for Requesting Acceleration

Parents and students should contact the school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration.

1. Parent submits written request for ACCEL option to the principal. The principal may also initiate student participation in ACCEL. If the principal initiates the student's participation in an ACCEL option, the parent(s) must be notified.
2. School principal prescreens initial student eligibility in accordance with acceleration guidelines outlined above and refers to the School Based Team (SBT).
3. The principal and the SBT determine the student's eligibility in accordance with acceleration guidelines outlined above.
4. The principal and the SBT, in conjunction with parent and student, develop the [Elementary School Acceleration Plan and Performance Contract \(PBSD 2500\)](#), which includes an acceleration plan and timeline.
5. Once the Plan is implemented, the student's progress will be monitored throughout the first 60 consecutive school days of acceleration. If at any time, during the progress monitoring period, there are student, teacher, parent, or principal concerns, the Plan will be reviewed by the SBT and appropriate placement will be made. Any change of placement should be made prior to the end of the monitoring period. After successful completion of the monitoring period, the student should remain on the accelerated track.

Middle School (6-8) Procedures for Requesting Acceleration

1. Parent submits written request for ACCEL option to the principal. Requests for the next school year should be submitted prior to the end of the third quarter. Requests for midyear promotion should be submitted prior to the end of the first quarter of the current school year. The principal may also initiate student participation in ACCEL. If the principal initiates the student's participation an ACCEL option, the parent(s) must be notified.
2. School principal prescreens initial student eligibility in accordance with acceleration guidelines outlined above and refers to SBT.
3. The principal and SBT determine student eligibility in accordance with Acceleration guidelines outlined above.

4. The principal and SBT, in conjunction with parent(s) and student, complete the [Middle School Acceleration Plan and Performance Contract \(PBSD 2501\)](#), which includes an Acceleration Plan and timeline.
5. Once the Plan is implemented, the student's progress will be monitored throughout the first semester of acceleration. If at any time during the progress monitoring semester, there are student, teacher, parent, or principal concerns, the Plan will be reviewed by the SBT and appropriate placement will be made. Any change of placement must be made prior to the end of the first semester of acceleration, before the student takes final exams. After successful completion of one semester, the student should remain on the accelerated track.

High School (9-12) Procedures for Requesting Acceleration

To explore acceleration options, the student and parent(s) should contact the school to initiate the process of determining the student's eligibility for each option and develop a plan for acceleration, as appropriate. Upon notification of student and parent(s) request for acceleration, the school will:

1. review student achievement and academic performance data to establish eligibility for one or more ACCEL options;
2. notify student of eligibility and program requirements;
3. assist the student in meeting timeline and ACCEL option requirements; and
4. develop a schedule to meet student's needs and chosen program.

HIGH SCHOOL CREDITS FOR MIDDLE SCHOOL (6-8) STUDENTS

Some high school courses will be offered in middle school. 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 (see [Florida Statute § 1003.436](#)) and who successfully complete the course, may earn high school credit.

Middle school students who take high school courses for credit should be counseled that grades earned in those 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.

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. High school rules apply for grading and attendance.

NOTE: Three of the four mathematics credits and all three of the science credits required for graduation must be earned in Grades 9-12.

High School Mathematics Requirements for Middle School (6-8) Students

Middle school students who have successfully completed a high school mathematics course 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. Middle school students enrolled in Algebra 1 must take the Algebra 1 EOC Assessment and pass the course to earn high school Algebra 1 credit. A middle school student is **not** required to earn a proficient score on the Algebra 1 EOC Assessment in order to earn high school credit or be promoted to high school. Beginning with the 2013-2014 school year and thereafter, a middle school student's performance on the Algebra 1 EOC Assessment constitutes 30 percent of the student's final course grade. If a middle school student takes Algebra 1, the student is required to earn a proficient score on the Algebra 1 EOC Assessment in order to earn a Standard Diploma from high school. [[Florida Statute § 1003.4156](#)]

Middle school students enrolled in high school Geometry must take the Geometry EOC Assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. Middle school students must earn a proficient score on the Geometry EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. [[Florida Statute § 1003.4156](#)]

Middle school students selecting Algebra 2 must take the Algebra 2 EOC Assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. Middle school students must earn a proficient score on the Algebra 2 EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. [[Florida Statute § 1003.4282](#)]

Beginning with the 2012-2013 school year, the requirements for out-of-country, out-of-state, private school, or Home Education Program students who transfer into a Florida public school with a transcript that indicates Algebra 1 course credit, must earn a proficient score on the Algebra 1 EOC Assessment in order to earn a Standard Diploma unless the student met one of the following requirements:

- earned a comparative score of 97 or higher on the Postsecondary Education Readiness Test (P.E.R.T.); or
- earned a proficient score on an approved statewide assessment in Algebra 1 administered by the transferring entity; or

- earned a proficient score on an approved statewide mathematics assessment the transferring entity used to satisfy the requirements of the Elementary and Secondary Education Act (20 U.S.C. s. 6301). [[Florida Statute § 1003.4282](#)]

If a transfer student's transcript shows a final course grade and credit in Algebra 1, Geometry, or Algebra 2, the transferring final grade and credit must be honored without the student taking the requisite EOC Assessment and without the results constituting 30 percent of the student's final course grade. However, a student must earn a proficient score on the Algebra 1 EOC Assessment in order to earn a Standard Diploma. To qualify for a Scholar Diploma designation, the student must earn a proficient score on the EOC Assessment in Geometry (2014-2015 Grade 9 cohort and forward), and Algebra 2 (2014-2015 Grade 9 cohort and forward). [[Florida Statute §§ 1003.4282 & 1003.4285\(1\)\(a\)](#)]

Students Attending Summer/College Programs for Enrichment

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

CREDIT BY EXAMINATION

Credit by examination shall be the program through which postsecondary credit is earned by secondary students based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. [[Florida Statute §1007.27\(6\)](#)]

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM

The IB Diploma Program is an international two-year pre-university curriculum leading to internationally standardized written and oral examinations. Eligible secondary students are enrolled in a Program of Study that includes courses identified by the IB Organization or equivalent courses identified in the Bright Futures Comprehensive Course table. One credit in Theory of Knowledge course is required.

The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and IB examinations 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\(7\)](#)]

[State Board of Education Rule 6A-1.09441](#) requires that students must earn credit toward high school graduation through membership in courses listed in the State Board of Education Course

Code Directory. IB Middle Years Program (IBMYP) or other accelerated courses that are listed in the Course Code Directory may be offered to prepare prospective students in Grades 9 and 10 to enroll in IB Diploma Program courses in Grades 11 and 12.

ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE)

The Advanced International Certificate of Education (AICE) Program 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\(8\)](#)]

ADVANCED PLACEMENT (AP)

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 may be awarded to students who score a minimum of three on a five-point scale on the corresponding postsecondary institution 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\(5\)](#)]

DUAL ENROLLMENT PROGRAM

The Dual Enrollment Program is 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](#)]

In accordance with [Florida Statute § 1007.23\(5\)](#), a Dual Enrollment Articulation Committee made up of the SDPBC, Palm Beach State College, and Florida Atlantic University personnel, as applicable, establishes rules, regulations, and policies of Dual 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. Dual Enrollment credit can be earned at Palm Beach State College, Florida Atlantic University, or any other public institution of higher learning that has an established Dual Enrollment Articulation Agreement with the SDPBC, pursuant to [Florida Statute § 1007.271](#). Course credit earned in these courses with a grade of “C” or better, shall transfer as college-level credit to a state college/university in Florida. 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 equate to a 0.5 high school credit, while others equal one credit. All Dual Enrollment grades shall receive the same weight as an Advanced Placement (AP) course.

The Dual Enrollment Articulation Agreement lists Dual Enrollment courses and credits meeting specific subject area credit toward graduation. College courses equivalent to 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. (See the Florida Department of Education's *Dual Enrollment Equivalency List* at: <https://www.fldoe.org/articulation/pdf/DEList.pdf>. Students must meet the following requirements and conditions, as stated in the Dual Enrollment Articulation Agreements, in order to be eligible for participation in the Dual Enrollment Program:

1. Students must be enrolled in Grades 10-12 (beginning the summer after Grade 9). Students may enroll (or participate) for up to three years.
2. Students must have a minimum 3.0 GPA for all courses except career/technical courses, for which a minimum 2.0 GPA is required. [[Florida Statute § 1007.271\(3\)](#)]
3. Students must earn college ready scores on either the SAT, ACT, Postsecondary Education Readiness Test (P.E.R.T.) or Florida College Entry-Level Placement Test (FCELPT), as specified in the Dual Enrollment Articulation Agreement. Students must earn college ready scores on all sections of the above named tests, as specified in the Dual Enrollment Articulation Agreement, to enroll in any course except career/technical courses at Palm Beach State College.
4. Students enrolling in a career/technical course must earn passing scores on the Test of Adult Basic Education (TABE) required by the individual vocational program.
5. Students must limit enrollment to no more than eight total college credit hours per semester, regardless of the number of institutions they attend (per Dual Enrollment Articulation Agreement).
6. Students must contact the school counseling office to begin the Dual Enrollment application process.
7. Students must receive approval of the high school principal/designee.
8. Students must adhere to the Dual Enrollment Agreement Guidelines set up by the school. Participation in Dual Enrollment is subject to the school's schedule.
9. Students must satisfy any course prerequisites.
10. The college/university must have space available in the requested course.
11. Students must maintain a minimum 3.0 cumulative GPA [[Florida Statute § 1007.271\(3\)](#)] per semester and earn a grade of "C" or better in any college-level course, in order to continue in the Dual Enrollment Program. A student will no longer be eligible for the Dual Enrollment

Program if he/she earns a grade of “D”, “F” or “W” These grades will be reflected on the high school and college transcripts.

12. Students may not enroll in a Dual Enrollment course that cannot be completed prior to graduation.

Students may not enroll in vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate instruction, or physical education courses that focus on the physical execution of a skill, rather than the intellectual attributes of the activity. [[Florida Statute §1007.271\(7\)](#)]

Career and Technical Dual Enrollment courses 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. It is the intent of the legislature that Career Dual Enrollment provides a comprehensive academic and Career Dual Enrollment Program within the career center or community college. [[Florida Statute §1007.271\(4\)\(21\)](#)]

Per [Florida Statute § 1007.271\(2\)\(10\)\(11\)\(16\)](#), there are no tuition, registration, laboratory fees, or textbook costs to students participating in either the Advanced Placement (AP) Program or the Dual Enrollment Program. Students are responsible for textbooks that must be returned to the vendor. Fees will be charged to students who lose or damage textbooks. Students will be responsible for parking permits, identification card fees, late fees, library fees, special course fees, etc. or other course-related materials.

A student may attempt a single course, a maximum of three times, during their college career in a Florida postsecondary educational facility. These three attempts include withdrawals. A student who requires less than six credits, in order to graduate, may opt to complete all needed credits through the School District’s Dual Enrollment Program, if eligible. This student does not need to enroll in a full schedule, of at least six courses, through the high school. However, if a student enrolls in a high school course on the high school campus, the student will be required to enroll in six courses or eight courses in schools on a four-by-four block schedule. Students may not dually enroll if they will graduate prior to the end of the postsecondary course. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees, if the student meets the postsecondary institution's admissions requirements. [[Florida Statute § 1007.271\(2\)](#) & [Florida Counseling for Future Education Handbook](#)]

Enrollment in Schools without Dual Enrollment Agreements

With principal's permission, students may dual enroll in colleges or universities other than those that have Dual Enrollment Agreements with the SDPBC. Students must adhere to the Dual Enrollment Agreement Guidelines set up by the school. Participation in Dual Enrollment is subject to the school's schedule. Students must meet the Dual Enrollment eligibility criteria set forth by the District.

The parent(s) and/or student will be responsible for payment of fees and instructional materials. Excluding the required fees, all other rights and privileges will be afforded these students as those under Dual Enrollment Agreements (Dual Enrollment Articulation Agreement between the School District, Palm Beach State College, and Florida Atlantic University). All courses that are not on the Dual Enrollment Course Equivalency List will be awarded a 0.5 elective credit. (Refer to *Dual Enrollment Equivalency List* at: <https://www.fldoe.org/articulation/pdf/DEList.pdf>)

Dual Enrollment for Home Education Students

Registered Home Education students may participate in the Dual Enrollment Program following the criteria set forth in the Dual Enrollment 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, unless waived by the post-secondary institution. [[Florida Statute §1007.271\(1\)\(13\)\(17\)](#)]

EARLY ADMISSION TO COLLEGE

The University Boards of Trustees, Florida College System Institution Boards of Trustees, and District School Boards are encouraged to establish intrainstitutional and interinstitutional programs to maximize articulation. All secondary students and their parents(s) shall be informed of Dual Enrollment as an educational option and mechanism for acceleration. [[Florida Statutes §§ 1007.22\(1\)\(2\), 1007.27, & 1007.271\(10\)](#)]

In accordance with [Florida Statutes §§ 1007.271\(10\)](#) and [1002.20\(6\)\(a\)](#), early admission is a public school choice option and an acceleration mechanism. 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 students are eligible to participate in graduation ceremonies and social events that would be afforded them, had they remained at the high school for their last year. Such students are not eligible for recognition as valedictorian or salutatorian during graduation ceremonies.

Early admission may be a form of Dual Enrollment; thus tuition and book fees are waived, as specified under a Dual Enrollment Articulation Agreement between the SDPBC, Palm Beach State College, Florida Atlantic University, or other public institution of higher learning pursuant to State law. [[Florida Statute § 1007.27](#)]

To qualify for early admission, a student must meet the following criteria:

1. have a GPA of 3.2;
2. be accepted by an accredited college, university, or career center as a full-time student [[Florida Statute §1007.271\(7\)](#)];
3. successfully complete a minimum of six semesters of high school work for a student who selected the 24-Credit Graduation Option;
4. successfully complete a minimum of four semesters of high school work for a student who selected the 18-Credit Graduation Option;
5. enroll in the postsecondary institution as a full-time student (at least 12 credit hours) and maintain full-time status, per the Dual Enrollment Articulation Agreement between the School District, Florida Atlantic University, and Palm Beach State College;
6. enroll in college courses equivalent to remaining graduation requirements, per the Dual Enrollment Articulation Agreement between the SDPBC, Palm Beach State College, and Florida Atlantic University [[Florida Statute § 1007.27\(5\)](#)]; **and**
7. maintain a minimum “C” average both cumulatively and per semester.

A student may be eligible to continue as an Early Admission student if he/she withdraws from a course provided that a full-time status of 12 credit hours is maintained. However, a grade of “W” will be added to the high school and college transcripts. (Refer to FLDOE [Dual Enrollment FAQs](#) for additional details.)

Students may select colleges or universities other than those that have Dual Enrollment Agreements with the SDPBC. However, the parent(s) and/or student will be responsible for payment of fees. All other statutory rights and privileges will be afforded these students as those under Dual Enrollment Agreements. [[Florida Statute §1007.27\(5\)](#)]

Students must meet Early Admission eligibility criteria set forth by the District. [[Dual Enrollment FAQs](#)]

Early Admission to College for Home Education Students

Home Education students may participate in early admission to college following criteria set forth in the Dual Enrollment 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\(13\)\(a\)\(2\)](#)]

PROMOTION AND RETENTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement, as referenced in [Florida Statute § 1008.25\(6\)\(a\)](#). No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance levels for Next Generation Sunshine State Standards (NGSSS) or Florida Standards, as set forth in [State Board of Education Rule 6A-1.09401](#).

ELEMENTARY SCHOOL (K-5) PROMOTION/RETENTION

Student Performance Levels (Reading, Writing, Mathematics, and Science)

In accordance with [Florida Statute § 1008.25](#), the SDPBC must 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.

Various indicators, including but 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 student in Grades K-3, as referenced in [Florida Statute § 1002.20\(11\)](#), and in Grades 4 and 5.

Teacher Judgment for Promotion

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 the following:

- previous retentions;
- level of text at which student is independently successful;
- observations;
- checklists;
- student portfolios;
- classroom assessments; and/or
- current marks.

Elementary Student Performance Level Charts

The student performance level charts show identified performance levels as they relate to Reading, Writing, Mathematics Florida Standards Assessments (FSA), and Grade 5 Science FCAT 2.0, as well as other assessments and indicators.

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 statewide 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 Statutes §§ 1002.20\(11\)](#) and [1008.25\(4\)](#).

KINDERGARTEN	
FACTORS TO CONSIDER WHEN DECISION MAKING	DECISIONS FOR NEXT YEAR
<ul style="list-style-type: none"> ❖ Teacher Judgment (Observations, Checklists, Conferencing Notes, etc.) ❖ SDPBC Literacy Assessment System Results/Other Literacy Assessment Results ❖ Writing Samples 	<ul style="list-style-type: none"> ❖ Mathematics Series Performance Assessment and/or Unit Assessments ❖ English Language Development Continuum - ELLs ONLY ❖ Performance Based on IEP Goals/Objectives - ESE Students with Disabilities Only
Student Performance Level	Promotion or Retention
Above Grade Level	Promote to First Grade
At Grade Level	Promote to First Grade
Below Grade Level	Remediation and Retention
	Promote with a PMP Must provide daily iii*
	Retain with a PMP or Promote with a PMP Must provide daily iii*
<p>Information on retention of English Language Learners can be found in the current Student Progression Plan.</p> <p>*iii-immediate intensive intervention</p> <p>Levels are provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level that is incorporated herein by reference as part of this Plan, and the District's Department of Assessment and the Department of Elementary Curriculum.</p>	

GRADE 1		DECISIONS FOR NEXT YEAR
<p>FACTORS TO CONSIDER WHEN DECISION MAKING</p> <ul style="list-style-type: none"> ❖ Teacher Judgment (Observations, Checklists, Confering Notes, etc.) ❖ SDPBC Literacy Assessment System Results/Other Literacy Assessment Results ❖ Writing Samples ❖ Mathematics Series Performance Assessment and/or Unit Assessments ❖ Palm Beach Performance Assessments ❖ English Language Development Continuum - ELLs ONLY ❖ Performance Based on IEP Goals/Objectives - ESE Students with Disabilities Only 		
Student Performance Level	SDPBC LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	Promotion or Retention
Above Grade Level	Guided Reading Level K-L and above Independent	Promote to Second Grade
At Grade Level	Guided Reading Level I-J Independent	
Below Grade Level	Guided Reading Level G-H Independent	Promote with a PMP Must provide daily iii*
	Guided Reading Level F or below Independent	Retain with a PMP or Promote with a PMP Must provide daily iii*
<p>Information on retention of English Language Learners can be found in the current Student Progression Plan.</p> <p>*iii- immediate intensive intervention</p> <p>Levels are provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level that is incorporated herein by reference as part of this Plan, and the District's Department of Assessment and the Department of Elementary Curriculum.</p>		Remediation and Retention

GRADE 2	
FACTORS TO CONSIDER WHEN DECISION MAKING	DECISIONS FOR NEXT YEAR
<ul style="list-style-type: none"> ❖ Teacher Judgment (Observations, Checklists, Conferencing Notes, etc.) ❖ SDPBC Literacy Assessment System Results/Other Literacy Assessment Results ❖ Writing Samples ❖ Mathematics Series Performance Assessment and/or Unit Assessments 	<ul style="list-style-type: none"> ❖ Palm Beach Performance Assessments ❖ English Language Development Continuum - ELLs ONLY ❖ Performance Based on IEP Goals/Objectives - ESE Students with Disabilities Only
Student Performance Level	Promotion or Retention
Above Grade Level	Promote to Third Grade
At Grade Level	Promote
Below Grade Level	Remediation and Retention
	Promote with a Progress Monitoring Plan Must provide daily iii*
	Retain with a PMP or Promote with a PMP Must provide daily iii*
Information on retention of English Language Learners can be found in the current Student Progression Plan. *iii- immediate intensive intervention Levels are provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level that is incorporated herein by reference as part of this Plan, and the District's Department of Assessment and the Department of Elementary Curriculum.	

GRADE 3			
FACTORS TO CONSIDER WHEN DECISION MAKING			DECISIONS FOR NEXT YEAR
<ul style="list-style-type: none"> ❖ Teacher Judgment (Observations, Checklists, Conferencing Notes, etc.) ❖ SDPBC Literacy Assessment System Results/Other Literacy Assessment Results ❖ Writing Samples ❖ Mathematics Series Performance Assessment and/or Unit Assessments ❖ Palm Beach Performance Assessments ❖ English Language Development Continuum - ELLs ONLY ❖ Performance Based on IEP Goals/Objectives - ESE Students with Disabilities Only 			Florida State Assessment (FSA) Mathematics
Student Performance Level	Florida State Assessment (FSA) Reading	SDPBC LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	Promotion or Retention
Above Grade Level	Exceeds FSA Proficiency Level	Guided Reading Level R and above Independent	Promote to Fourth Grade
At Grade Level	Meets FSA Proficiency Level	Guided Reading Level P-Q Independent	
Below Grade Level	Below FSA Proficiency Level	Guided Reading Level N-O Independent	Retain with a PMP* or Promote with a PMP Must provide daily iii**
		Guided Reading Level M or below Independent	
<p>Information on retention of English Language Learners can be found in the current Student Progression.</p> <p>*THIRD GRADE MANDATORY RETENTION — According to Florida Statute 1008.25(5)(6), third grade students who score at the lowest performance level on Grade 3 FSA Reading must be retained unless exempted for good cause (refer to <i>Good Cause Exemptions For Retained 3rd Grade Students</i> for more information).</p> <p>**iii- immediate intensive intervention</p> <p>Levels are provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level that is incorporated herein by reference as part of this Plan, and the District's Department of Assessment and the Department of Elementary Curriculum.</p>			

GRADE 4					
FACTORS TO CONSIDER WHEN DECISION MAKING					DECISIONS FOR NEXT YEAR
<ul style="list-style-type: none"> ❖ Teacher Judgment (Observations, Checklists, Conferring Notes, etc.) ❖ SDPBC Literacy Assessment System Results/Other Literacy Assessment Results ❖ Writing Samples ❖ Mathematics Series Performance Assessment and/or Unit Assessments ❖ Palm Beach Performance Assessments ❖ English Language Development Continuum - ELLs ONLY ❖ Performance Based on IEP Goals/Objectives - ESE Students with Disabilities Only 					Promotion or Retention
Student Performance Level	Florida State Assessment (FSA) Reading	SDPBC LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	Florida State Assessment (FSA) Writing	Florida State Assessment (FSA) Mathematics	Promotion or Retention
Above Grade Level	Exceeds FSA Proficiency Level	Guided Reading Level U and above Independent	Exceeds FSA Proficiency Level	Exceeds FSA Proficiency Level	Promote to Fifth Grade
At Grade Level	Meets FSA Proficiency Level	Guided Reading Level S-T Independent	Meets FSA Proficiency Level	Meets FSA Proficiency Level	
Below Grade Level	Below FSA Proficiency Level	Guided Reading Level R-S Independent	Below FSA Proficiency Level	Below FSA Proficiency Level	Retain with a PMP or Promote with a PMP Must provide daily iii*
		Guided Reading Level Q or below Independent			
<p>Information on retention of English Language Learners can be found in the current Student Progression Plan.</p> <p>*ii- immediate intensive intervention</p> <p>Levels are provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level that is incorporated herein by reference as part of this Plan, and the District's Department of Assessment and the Department of Elementary Curriculum.</p>					

GRADE 5							
FACTORS TO CONSIDER WHEN DECISION MAKING				DECISIONS FOR NEXT YEAR			
<ul style="list-style-type: none"> ❖ Teacher Judgment (Observations, Checklists, Conferencing Notes, etc.) ❖ SDPBC Literacy Assessment System Results/Other Literacy Assessment Results ❖ Writing Samples ❖ Mathematics Series Performance Assessment and/or Unit Assessments ❖ Palm Beach Performance Assessments ❖ English Language Development Continuum - ELLs ONLY ❖ Performance Based on IEP Goals/Objectives - ESE Students with Disabilities Only 				Florida State Assessment (FSA) Reading	Florida State Assessment (FSA) Writing	Florida State Assessment (FSA) Mathematics	Promotion or Retention
Student Performance Level	SDPBC LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	Florida State Assessment (FSA) Reading	SDPBC LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	Florida State Assessment (FSA) Writing	Florida State Assessment (FSA) Mathematics	Promotion or Retention	
Above Grade Level	Guided Reading Level W and above Independent	Exceeds FSA Proficiency Level	Guided Reading Level W and above Independent	Exceeds FSA Proficiency Level	Exceeds FSA Proficiency Level	Promote to Sixth Grade	
At Grade Level	Guided Reading Level V Independent	Meets FSA Proficiency Level	Guided Reading Level V Independent	Meets FSA Proficiency Level	Meets FSA Proficiency Level		
Below Grade Level	Guided Reading Level T-U Independent	Below FSA Proficiency Level	Guided Reading Level T-U Independent	Below FSA Proficiency Level	Below FSA Proficiency Level	Retain with a PMP or Promote with a PMP	
			Guided Reading Level S or below Independent	Below FSA Proficiency Level			Must provide daily iii*
<p>Information on retention of English Language Learners can be found in the Student Progression Plan.</p> <p>*iii- immediate intensive intervention</p> <p>Levels are provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level that is incorporated herein by reference as part of this Plan, and the District's Department of Assessment and the Department of Elementary Curriculum.</p>							

MIDDLE SCHOOL (6-8) REQUIREMENTS FOR PROMOTION AND RETENTION

In accordance with [Florida Statute § 1003.4156](#), promotion from a school composed of middle Grades 6-8 requires that the student must successfully complete academic courses as follows:

Middle School English Language Arts (ELA) Requirements

- A student must successfully complete three middle school or higher courses in English Language Arts (ELA).

Middle School Mathematics Requirements

1. Students must successfully complete 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.
2. Beginning with the 2011-2012 school year, in accordance with [Florida Statutes §§ 1008.22\(3\)\(b\) \(1\)](#) and [1003.4156\(1\)\(b\)](#), successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the End-of-Course (EOC) Assessment or, upon transition to Mathematics Florida Standards (MAFS) for the Algebra 1 or Geometry Assessments.
3. Middle school students enrolled in Algebra 1 must take the Algebra 1 EOC Assessment¹⁷, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. A middle school student is not required to earn a proficient score on the Algebra 1 EOC Assessment in order to earn high school credit or be promoted to high school. However, students are required to earn a proficient score on the Algebra 1 EOC Assessment in order to earn a Standard High School Diploma. [[Florida Statute § 1003.4156](#)]
4. Middle school students enrolled in high school Geometry must take the Geometry EOC Assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. Middle school students must earn a proficient score on the Geometry EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. [[Florida Statute § 1003.4156](#)]
5. Middle school students enrolled in Algebra 2 must take the Algebra 2 EOC Assessment, which constitutes 30 percent of the student's final course grade. Middle school students must earn a proficient score on the Algebra 2 EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. [[Florida Statute § 1003.4282](#)]

Social Studies Middle School Requirements

- A student must successfully complete three middle school or higher courses in social studies.

¹⁷ For certain students with disabilities, assessment results are waived for the purpose of receiving a course grade and a Standard High School Diploma. [[Florida Statute § 1008.22\(3\)\(c\)](#)].

Middle School Social Studies Courses

- Grade 6 - M/J World History (not World Geography)
- Grade 7 - M/J Civics and Career Planning
- Grade 8 - M/J United States History

- Beginning with students entering 6th grade in the 2012-2013 school year, per [Florida Statute § 1003.4156\(1\)\(c\)](#), one of the courses must be at least a one semester civics education course that a student successfully completes and that includes:
 - the roles and responsibilities of federal, state, and local governments;
 - the structures and functions of the legislative, executive, and judicial branches of government;
 - the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States; and
- Beginning with the 2013-2014 school year, each student's performance on the statewide, EOC Assessment in civics education constitutes 30 percent of the student's final course grade. (Refer to [Florida Statute § 1008.22.](#))

NOTE: A middle school student who transfers into the State's public school system from out of country, out-of-state, a private school, or a home education program after the beginning of the second term of 8th grade is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education. [[Florida Statute § 1003.4156\(1\)\(c\)](#)]

Science Middle School Requirements

- Per [Florida Statute § 1003.4156\(1\)\(d\)](#), a student must successfully complete three middle school or higher courses in science. Successful completion of a high school level Biology 1 course is not contingent on the student's performance on the EOC Assessment.
- Beginning with the 2011-2012 school year, all students enrolled in Biology 1 must take the Biology 1 EOC Assessment. Beginning with students entering Grade 9 in the 2013-2014 school year, performance on the Biology 1 EOC Assessment constitutes 30 percent of the student's final course grade [[Florida Statute § 1008.22\(3\)\(b\)\(2\)](#)]. Further, to earn high school credit, beginning with the 2012-2013 school year, per [Florida Statute § 1003.4156\(1\)\(d\)](#), a middle school student taking Biology 1 must take the Biology 1 EOC Assessment, which constitutes 30 percent of the final course grade, and earn a passing grade in the course. Middle school students must earn a proficient score on the Biology 1 EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. [[Florida Statute § 1003.4285\(1\)\(a\)\(3\)](#)]

CAREER AND EDUCATION PLANNING REQUIREMENTS

A student must complete one course in career and education planning, which is generally offered in the 7th grade. At a minimum, the course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. The course may be taught by any member of the instructional staff; must result in a completed personalized Academic and Career Plan for the student; must emphasize the importance of entrepreneurship skills; and must emphasize technology or the application of technology in career fields.

The required personalized Academic and Career Plan must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under [Florida Statute § 1003.4285](#); high school assessment and college entrance test requirements; Florida Bright Futures Scholarship Program requirements; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; Dual Enrollment, including career dual enrollment; and career education courses, including career-themed courses and courses that lead to industry certification.

Each school must inform parent(s) about the course curriculum and activities. Each student must complete a personalized Academic and Career Plan, which must be signed by the student and the student's parent. [[Florida Statute § 1003.4156\(1\)\(e\)](#)]

Suggested Enrollment for Grade 6

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FCAT 2.0 Level 1 or Level 2, Florida Assessments Instruction in Reading (FAIR) data or Reading Running Record data, and teacher input) Certain 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 ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics**	1 year
World History	1 year
Physical Education*** (includes dance classes)	1 semester
Electives (various courses/subject areas)	As offered by each school

*[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.

**Mathematics remediation, if required, may be provided within the Mathematics class.

*** The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#). Refer to [Physical Education Requirement, Parental Notification and Waiver for Elementary and Middle School Students Form \(PBSD 2301\)](#).

Suggested Enrollment for Grade 7

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FCAT 2.0 Level 1 or Level 2, Florida Assessments Instruction in Reading (FAIR) data or Reading Running Record data, and teacher input) Certain 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 ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics**	1 year
Civics and Career and Education Planning ¹⁸	1 year
Physical Education*** (includes dance classes)	1 semester
Electives (various courses/subject areas)	As offered by each school

[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.

**Mathematics remediation, if required, may be provided within the Mathematics class.

***The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#). Refer to [Physical Education Requirement, Parental Notification and Waiver for Elementary and Middle School Students \(PBSD 2301\)](#).

Suggested Enrollment for Grade 8

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FCAT 2.0 Level 1 or Level 2, Florida Assessments Instruction in Reading (FAIR) data or Reading Running Record data, and teacher input) Certain 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 ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics-M/J Pre-Algebra; Algebra 1 Honors; Geometry Honors**	1 year
United States History	1 year
Physical Education (includes dance classes) ***	1 semester
Electives (various courses/subject areas)	As offered by each school

*[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.

**Mathematics remediation, if required, may be provided within the mathematics class.

***The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#). Refer to [Physical Education Requirement Parental Notification and Waiver for Elementary and Middle School Students \(PBSD 2301\)](#).

¹⁸ In accordance with [Florida Statute § 1003.4156\(1\)\(e\)](#), at a minimum, the Career and Education Planning course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields.

Course descriptions meet the requirements of [State Board of Education Rule 6A-1.09412](#) and this curriculum meets the student performance standards in [State Board of Education Rule 6A-1.09401](#). See [Florida Statute § 1003.4156](#) and [State Board of Education Rule 6A-6.054\(2\)](#).

MIDDLE SCHOOL (6-8) CONDITIONAL PROMOTION AND RETENTION

Conditional Promotion to Grade 7 and/or Grade 8

1. If a student fails **one** core course, the student should be **conditionally** promoted. The student must pass the failed course in a recovery program during the summer or the next school year.
2. If a student fails **two** core courses, the student may be **conditionally** promoted upon passing one core course in a recovery program during the summer and taking one course during the following school year.
3. If a student fails **three** core courses, the student will be retained at the same grade level or will be **conditionally** promoted upon passing two courses in a recovery program during the summer and taking one course during the following school year.
4. If a student fails **more than three** core courses, the student will be retained.
5. A retained student **should not repeat** a course he/she has already passed. The student may enroll in the next sequential course. This may result in the student being promoted during the school year.
6. Promotion in extraordinary circumstances: The Superintendent, upon recommendation by the Area Superintendent and the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance. This cannot be used to promote a student from 8th grade to 9th grade.

Course Recovery Options for Middle School Students

1. CompassLearning
2. Virtual School
3. Tutoring services before or after school concurrently with the course to be used as evidence of demonstrating proficiency in skills taught during the previous terms.
4. Benchmark assessments: Use current year assessments for reading and mathematics to document minimal mastery of benchmarks.
5. Nine-Week exams: Students may take a nine-week exam. Students must complete with 70 percent proficiency before recovery status is awarded.
6. Florida Standards Assessment (FSA): Students who score proficient or above can receive credit for a recovered course based on demonstration of grade level skills as indicated by the FSA score.

- 7. Florida Alternative Assessment (FAA): Students who score proficient or above can receive credit for a recovered course based on demonstration of grade level skills as indicated by the FAA score.

Promotion to Grade 9

In order to be promoted to Grade 9, students must meet the following requirements:

Subject	Number of Courses Passed
English Language Arts	3
Mathematics	3
Science	3
Social Studies	3
Career and Education Planning*	1

* The Career and Education Planning course is provided through Civics in Grade 7.

Refer to specific course requirements at the beginning of this section.

Note: Promotion to high school is contingent on meeting the requirements above.

8.5 Placement Option (Only Students in Grade 8)

Assignment into an 8.5 Program, when available, will be at a SDPBC assigned high school. Before being promoted to Grade 9, 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.

CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS

The following sections address the considerations for Exceptional Student Education (ESE) students, students with a Section 504 Accommodation Plan, and English Language Learner (ELL) students that do not meet the mandatory retention criteria.

English Language Learners (ELLs)

In accordance with [State Board of Education Rules 6A-6.0902](#), [6A-6.0903](#) [6A-6.0904](#), and [6A-1.09432\(6\)](#) a student identified as an ELL must meet the District levels of performance, as indicated on the Student Progression charts. The SDPBC Plan for Services to English Language Learners (ELLs) is located at: <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>.

Promotion for an ELL shall be based on the student’s academic performance, regardless of the level of English Language proficiency. ELLs must demonstrate literacy skills on grade level in either English or their native language. ELLs may not be retained if they are substantially below grade level in reading in English, but can demonstrate grade level literacy skills in their native language. Retention of an ELL requires the review and recommendation of the ELL Committee

and may not be based solely on lack of English proficiency, demonstration of grade level content knowledge in English, or on a score on any single assessment instrument. An ELL Committee must meet to determine whether an ELL should be retained with documentation on the [English Language Learner \(ELL\) Report \(PBSD 1512\)](#). Adequate progress, defined in the ELL Plan, should be used by the ELL Committee as cause for promotion. An ELL may be retained if the ELL Committee has determined that the student has not progressed satisfactorily according to his/her ELL Plan.

An ELL is required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved English for Speakers of Other Languages (ESOL) Program for less than two complete school years should not be accountable to demonstrate the standards in English. The Consent Decree 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.

For students in Grades K-5, the Department of Multicultural Education has prepared grade-specific worksheets to assist elementary schools in determining if the academic difficulties of ELLs 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 English Language Learners (ELLs) *Student Progression Meeting Reports* ([PBSD 2182-2187](#)). The completed Report must be brought to an ELL Committee meeting for each student who is being considered for retention. An ELL Committee must meet to determine whether an ELL should be retained. Adequate progress, as defined in the ELL Plan and at least one other criterion, shall be used by the Committee as grounds for promotion. An ELL may be retained, if the ELL Committee determines that the student has not progressed satisfactorily according to his/her ELL Plan.

Exceptional Student Education (ESE)

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires that the IEP for each child with a disability include a statement of measurable annual goals, including academic and functional goals. The IEP must 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. Refer to [School Board Policy 5.725](#) and [Exceptional Student Education Policies and Procedures \(SP&P\)](#).

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 class work and achieving the Next Generation Sunshine State Standards (NGSSS), Language Arts Florida Standards (LAFS), or Mathematics Florida Standards (MAFS), even with appropriate and allowable class work modifications; or

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

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 shall 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 Progress Monitoring Plan (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 (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied.

Other factors that may be considered for student promotion include:

- 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; and/or
- current accommodations/modifications/services.

In accordance with [Florida Statute § 1008.25\(1\)](#), it is the responsibility of the School Board and School District administration to provide all students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. With respect to ESE students, the School Board and School District administration have additional responsibilities, as set forth below.

The IDEA requires the School District to provide a Free Appropriate Public Education (FAPE) to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade-to-grade [[34 C.F.R. § 300.101\(c\)\(1\)](#)].

State law requires that ESE students who are included in the General Education curriculum must meet School District and/or State levels of performance for student progression; unless the student's IEP Team determined that the student should follow a modified curriculum aligned with ESE course requirements and benchmarks.

State law prohibits social promotion for any public school student, including ESE students. Social promotion occurs when a student is promoted based on factors other than the student achieving School District and State levels of performance for student progression. In accordance with [Florida Statute § 1008.25\(6\)\(a\)](#), no student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Active Section 504 Accommodation Plans

As outlined in Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104, a student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a Free Appropriate Public Education (FAPE) and has an equal opportunity to access the General Education curriculum in the least restrictive environment. 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 Section 504 Accommodation Plan. A parent of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the Plan. In addition, a parent 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) must be notified if a student with a Plan is being considered for 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.

HIGH SCHOOL GRADE CLASSIFICATION FOR PROMOTION AND RETENTION

The following requirements are used to determine grade classification to the next grade level. At the end of the school year, students will be promoted as follows:

- **9th grade** students will be promoted to **10th grade**;
- **10th grade** students will be promoted to **11th grade**;
- **11th grade** students will be promoted to **12th grade**; and
- **12th grade** students who do **not** meet graduation requirements will be **retained** in **12th grade**.

GRADUATION REQUIREMENTS

Students are required to satisfy the graduation requirements in effect at the time the student first enters Grade 9, 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. Refer to Appendix A, B, C, and D for FLDOE Advisement Flyer¹⁹.

Schools shall provide parent(s) with information concerning all graduation options, including the respective curriculum requirements for those options, so that the students and their parent(s) may select the program that best fits their needs.

GRADUATION REQUIREMENTS FOR A STANDARD DIPLOMA

Assessments for Standard Diploma

In order to receive a Standard Diploma, students must achieve proficient scores on the required statewide assessments or meet the concordant subject area test score on a State Board of Education approved alternate assessment. They must also satisfy student performance standards for each course in Grades 9-12 for which credit toward graduation is awarded. As for students with a disability, see below as to the criteria for waivers from this graduation requirement. [[Florida Statutes §§ 1008.22\(3\), 1003.438, State Board of Education Rules 6A-1.0995, & 6A-1.09961](#)]

Beginning with the 2011-2012 school year, the administration of the Grade 10 FCAT 2.0 Mathematics has been discontinued, except as required for students who have not attained minimum performance expectations for graduation. Beginning with the students entering Grade 9, for the first time in the 2011-2012 school year and thereafter, students must achieve a proficient score on the Algebra 1 End-of-Course (EOC) Assessment or subsequently thereafter meet the comparative score of 97 on the Postsecondary Education Readiness Test (P.E.R.T.).

A student may satisfy the FCAT 2.0 Reading requirement by achieving an equivalent or concordant score on an alternate assessment, the ACT, or SAT.

The concordant/comparative scores for ACT, SAT, and P.E.R.T. updates are located at: <http://fcat.fldoe.org/pdf/fcatpass.pdf>.

Students who have met all of the requirements for the Standard High School Diploma, except for earning a proficient score on the FCAT 2.0 Reading/FSA ELA/Algebra 1 EOC Assessment or an alternate assessment by the end of 12th grade, must be given the opportunity to participate in an accelerated High School Equivalency Diploma Preparation Program. This should include FCAT 2.0 Reading/FSA ELA/Algebra 1 EOC Assessment remediation and High School Equivalency Examination preparation. Students must also be allowed to take a college

¹⁹ For details refer to [Appendix A: What Students and Parents Need to Know](#)

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 § 1003.433\(2\)](#)]

Standardized Assessment Waivers (ESE) for Standard Diploma

As for students with a disability, see below as to the criteria for waivers from this graduation requirement. (For additional information refer to [Florida Statutes §§1008.22\(3\)\(c\), 1003.438](#) and [State Board of Education Rule 6A-1.0995](#) and [1.09961](#); and [Exceptional Student Education Policies and Procedures \(SP&P\), p. 118-119](#))

The waiver from the general assessment graduation requirement process is designed for consideration of students with disabilities who may be eligible for a waiver on one or both sections of the FCAT 2.0 or the Algebra 1 EOC Assessment. [[Student Education Policies and Procedures \(SP&P\)](#)]

In accordance with the Individuals with Disabilities Education Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday or, at the option of the School District, the end of the semester or school year in which the student turns age 22) or until they graduate with a Standard Diploma, whichever occurs first.

In order for the general assessment graduation requirement to be waived, the IEP Team must meet to determine whether or not the general assessment can accurately measure the student's abilities, taking into consideration allowable accommodations.

Assessment Waiver Eligibility Criteria for Standard Diploma

To be considered for a waiver from the general assessment graduation requirement for a Standard High School Diploma, **the student must:**

1. be identified as having a disability as defined in [Florida Statute § 1007.02\(2\)](#);
2. have an Individual Educational Plan (IEP);
3. have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation;
4. have taken the Grade 10 general assessment with appropriate, allowable accommodations at least twice, once in Grade 10 and once in Grade 11; and
5. be progressing toward meeting the State's credit, course, and cumulative grade point average (GPA) requirements and any other district requirements for graduation with a Standard Diploma.

A student who transfers from another state must pass the Grade 10 general assessment or an alternate assessment that is concordant with the general assessment; earn a 2.0 GPA; and meet all requirements of the school, district, or state from which he/she is transferring **or**

meet Florida's course requirements to earn a Standard Diploma. A transfer student may be considered for the assessment waiver. [[Florida Statute § 1003.433\(1\)](#)]

Additionally, to ensure that each student has had every opportunity to earn a proficient score on the statewide assessments required for graduation, participation in FSA Reading during March of the senior year is recommended.

EOC Assessment Waiver for Students with Disabilities

A student with a disability, as defined in [Florida Statute § 1007.02\(2\)](#), for whom the IEP Committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the EOC Assessment results waived for the purpose of determining the student's course grade and credit.

District Responsibilities:

The IEP Team will convene to make a determination whether the EOC Assessment accurately measures the student's abilities, taking into consideration all allowable accommodations. The IEP Team is encouraged to maintain documentation regarding the team's analysis of the student's course performance data used to make the decision to grant or deny a waiver of the EOC Assessment results.

Eligibility Criteria:

To be considered for an EOC Assessment waiver, the student must meet all the following criteria:

- be identified as a student with a disability, as defined in [Florida Statute § 1007.02\(2\)](#);
- have an active IEP;
- have taken the EOC Assessment with appropriate allowable accommodations at least once; and
- have demonstrated, as determined by the IEP Team, achievement of the course standards. [[Exceptional Student Education Policies and Procedures \(SP&P\), p. 119](#)]

Course Credit for Standard Diploma

In accordance with [Florida Statute § 1003.436\(2\)](#), credits are awarded in 0.5 credit increments per semester upon successful completion of course requirements, with the exception of courses with EOC Assessments that award one credit. See options below for specific credit requirements.

Online Learning for Standard Diploma

Beginning with the 2011-2012 incoming Grade 9 students, the Digital Learning Now Act requires that all high school students graduating with a 24-Credit Standard Diploma (except those enrolled in the ACCEL Option, Special Diploma, International Baccalaureate (IB) Program, or the Advanced International Certificate of Education (AICE) Program) successfully complete

at least one online course. The course has to be within the 24 credits required for high school graduation and must be passed. Courses may be either 0.5 credit or 1.0 credit in value. Online credit recovery or original credit courses may be used to satisfy this requirement. [[Florida Statute § 1002.45282\(4\)](#)] (Students may take these courses online, outside of, or as a part of the school day.)

In accordance with [Florida Statute § 1003.4282\(4\)](#), online high school credit courses successfully completed in Grades 6-8 may be used to fulfill this requirement. Student eligibility for participation in a Virtual Education Program is determined by [Florida Statute §1002.455](#) and participation requirements are set forth in [Florida Statute § 1002.45\(6\)](#).

This requirement does not apply to a student who has an IEP, which indicates that an online course would be inappropriate, or a student who is enrolled in a Florida high school and has less than one academic year remaining in high school. [[Florida Statute § 1002.4282\(4\)](#)]

Grade Point Average (GPA) for Standard Diploma

In middle and high school, GPA is defined as the numerical average represented by the point value of the letter grades earned, divided by the number of semester grades. The point value is based on a standard scale of 4.0 with no weighing 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](#)]

Students must earn a minimum GPA of 2.0 on a 4.0 scale for all credits attempted, except for those replaced according to the Forgiveness Rule. [[Florida Statute § 1003.437](#)]

FOUR-YEAR, 24-CREDIT TRADITIONAL OPTION REQUIREMENTS

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

Virtual/Online Course Requirement for Four-Year 24-Credit Option

Beginning with students entering Grade 9 in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. An online high school credit course taken during Grades 6-8 fulfills this requirement. [[Florida Statute § 1003.4282\(4\)](#)]

English Requirements for Four-Year 24-Credit Option

- Students must earn four English credits (English I, II, III, and IV).

Mathematics Requirements for Four-Year 24-Credit Option

1. Students must earn four high school mathematics credits, which must include Algebra 1 and Geometry. [[Florida Statute § 1003.4282\(3\)\(b\)](#)]

2. 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 SAT, or a minimum score of 24 on the mathematics portion of the ACT, may be exempt from the requirement that the three credits be earned in Grades 9-12 and may use all high school mathematics credits earned at middle school toward the four-credit graduation requirement. (Students should be reminded that meeting only the minimum mathematics credit requirement might adversely impact college admission.)
3. The grades earned in high school courses, taken in middle school, will be included on the high school transcript.
4. Students enrolled in Algebra 1 in 2011-2012 and thereafter, must earn a proficient score on the Algebra 1 EOC Assessment, in order to fulfill the graduation requirement. [[Florida Statute § 1008.22\(3\)\(b\)1](#)]
5. Beginning with the 2011-2012 school year, all students enrolled in geometry must take the Geometry EOC Assessment. [[Florida Statute § 1008.22\(3\)\(b\)1](#)]
6. Students who enroll in Algebra 1 in the 2013-2014 school year and thereafter, must pass the Algebra 1 course and take the Algebra 1 EOC Assessment, which will count as 30 percent of the student’s final course grade. Algebra 1 credit is **not** reliant upon earning a proficient score on the Algebra 1 EOC Assessment.
7. A student must earn a proficient score on the Algebra 1 EOC Assessment to earn a Standard Diploma. A comparative score of 97 on the Postsecondary Education Readiness Test (P.E.R.T.) will satisfy this requirement.
8. Students who enroll in Geometry in the 2013-2014 school year and thereafter, must pass the geometry course and take the Geometry EOC Assessment, which will count as 30 percent of the student’s final course grade.
9. Beginning with the 2013-2014 school year, a student taking Algebra 2 must take the statewide Algebra 2 EOC Assessment, and that score will count as 30 percent of the student’s final course grade.
10. Industry certification courses that lead to college credit may substitute for up to two mathematics credits, not including Algebra 1 or Geometry.

Algebra 1 End-of-Course (EOC) Assessment Requirement

All students enrolled in and completing any of the following courses must take the Algebra 1 EOC Assessment:

Course	Course Code
Algebra 1	1200310
Algebra 1 Honors	1200320
Pre-AICE Mathematics 1	1209810
IB MYP Algebra 1 Honors	1200390

All students who entered Grade 9 in the school year 2011-2012 or thereafter, who have previously scored non-proficient on the Algebra 1 EOC Assessment, unless they earned a comparative score of 97 on the P.E.R.T. must take the Algebra 1 EOC Assessment.

Geometry End-of-Course (EOC) Assessment Requirement

All students enrolled in and completing any of the following courses must take the Geometry EOC Assessment:

Course	Course Code
Geometry	1206310
Geometry Honors	1206320
Pre-AICE Mathematics 2	1209820
IB MYP Geometry	1206810

Algebra 2 End-of-Course (EOC) Assessment Requirement

All students enrolled in and completing any of the following courses must take the Algebra 2 EOC Assessment:

Course	Course Code
Algebra 2	1200330
Algebra 2 Honors	1200340
Pre-AICE Mathematics 3	1209825
IB MYP Algebra 2	1200395

Science Requirements for Four-Year 24-Credit Option

1. All three required science credits must be earned in Grades 9-12.
2. Students who enter Grade 9 in the 2012-2013 school year or earlier, must earn three science credits, as follows:
 - 1.0 credit in Biology 1;
 - 1.0 credit in a physical science (Earth/Space, Chemistry, Astronomy or Physical Science)²⁰; and
 - 1.0 credit in science.
3. Two courses must include a laboratory component. [[Florida Statute § 1003.4282 \(3\)\(c\)](#)]
4. Beginning with the 2011-2012 school year, all students enrolled in Biology 1 must take the Biology 1 EOC Assessment. [[Florida Statute § 1008.22\(3\)\(b\)2](#)]

²⁰ An Aerospace Program completion (course code 1800360) or Naval Program completion (course code 1802330) can be substituted for one credit in a physical science. Courses with a physical science designation are determined by SDPBC.

5. Students who enter Grade 9 and enroll in Biology 1 in the 2013-2014 school year or thereafter, must take the Biology 1 EOC Assessment, which will count as 30 percent of the final course grade. [[Florida Statute § 1003.4282 \(3\)\(c\)](#)]
6. Students who enter Grade 9 in the 2013-2014 school year or thereafter, must earn three science credits, as follows:
 - 1.0 credit Biology 1;
 - 1.0 credit in a physical science (must be an equally rigorous course: Earth/Space Chemistry, Physics, Astronomy, or Physical Science courses²¹); and
 - 1.0 credit in science (must be an equally rigorous course²³).
7. Students entering Grade 9 in the 2013-2014 school year and thereafter, must earn a credit in Biology 1 and pass two equally rigorous courses as a requirement for graduation. An industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education or an identified computer science course with a related industry certification may substitute for up to one science credit, not including Biology 1. [[Florida Statute §1003.4282\(3\)\(c\)](#)]

NOTE: It is recommended that students enrolled in regular courses take Earth/Space Science Regular (R) in 9th grade; Biology 1 (R) in 10th grade; and Chemistry 1 (R), Environmental Science (R), Marine Science 1 (R), Anatomy and Physiology (R), or Physical Science (R) in 11th grade to fulfill the new graduation requirement. Physics 1 (R) can also be used for regular students to fulfill this new requirement, but it is not recommended until 12th grade. All of these courses except Biology 1 (R)] are equally rigorous courses and Earth/Space Science (R), Chemistry 1 (R), Physical Science (R), and Physics 1 (R) also count as a credit in the physical sciences. All other regular courses open in the SDPBC, which include but are not limited to Ecology (R) and Zoology (R), are not equally rigorous courses for 9th grade students entering the 2013-2014 school year and thereafter and will no longer count toward the three science credits needed to graduate.

Biology 1 End-of-Course (EOC) Assessment Requirement

All students enrolled in and completing the following courses are to be tested during the 2014-2015 school year:

Course	Course Code
Biology 1	2000310
Biology 1 Honors	2000320
Pre-AICE Biology	2000322
Biology 1 Pre IB	2000800
IB MYP Biology Honors	2000850
Biology Technology*	2000430
Integrated Science 3*	2002440
Integrated Science 3 Honors*	2002450

* Not offered in the SDPBC schools.

²¹ Equally rigorous courses are determined by the State Board of Education. Courses with a physical science designation are determined by the SDPBC.

Students in a Credit Acceleration Program (CAP) who wish to take the Biology 1 ECO Assessment to earn Biology 1 course credit are to be tested during the 2014-2015 school year.

Social Studies Requirements for Four-Year 24-Credit Option

- Students must earn three social studies course credits for graduation [[Florida Statutes § 1003.4282\(3\)\(d\)](#)], as follows:
 - Grade 10 World History – 1.0 credit
 - Grade 11 United States (US) History – 1.0 credit course codes 2100310/2100320 (US History EOC Assessment results count 30 percent of the final course grade)
 - Grade 12 US Government - 0.5 credit
 - Grade 12 Economics with Financial Literacy – 0.5 credit

Social Studies End-of-Course (EOC) Assessment Requirement

All students enrolled in and completing the following course are to be tested during the 2014-2015 school year:

Course	Course Code
United States History	2100310
United States History Honors	2100320
Visions and Countervisions: Europe, U.S. and the World from 1848	2100390
Visions and Countervisions: Europe, U.S. and the World from 1848 Honors	2100480

Physical Education requirements for Four-Year 24-Credit Option

- In accordance with [Florida Statute § 1003.4282\(3\)\(f\)](#), the school may not require that the one credit physical education requirement be taken during the 9th grade year.
- For students who entered Grade 9 in the 2007-2008 school year and thereafter, this requirement may be met by completing one of two options:
 - **Option 1:** 0.5 credit Personal Fitness/0.5 credit Physical Education Activity Elective; or
 - **Option 2:** 1.0 credit Health Opportunities through Physical Education (HOPE).

Physical Education High School Waiver Options

Schools Choosing the Personal Fitness/ Physical Education Activity Elective Option	Schools Choosing the Health Opportunities through Physical Education (HOPE) Option
<p>Two seasons of an interscholastic sport at the junior varsity or varsity level AND a grade of “C” or better on the Personal Fitness competency test waives the 0.5 credit in Personal Fitness and the 0.5 credit requirement in a Physical Education activity elective.</p>	<p>Two seasons of an interscholastic sport at the junior varsity or varsity level AND a grade of “C” or better on the Personal Fitness competency test waives the full 1.0 credit Physical Education requirement. [Florida Statute § 1003.4282(3)(f)]</p> <p>No credit will be earned when waiving the Physical Education requirement through interscholastic sports participation.</p>
<p>One semester of marching band with a grade of “C” or better, waives the 0.5 credit requirement of a Physical Education activity elective.</p> <p>NOTE: Another option is to have this waive the performing arts requirement.</p> <p>The student must still take the 0.5 credit Personal Fitness class to complete the requirement.</p>	
<p>One semester of a dance class waives the 0.5 credit requirement of a Physical Education activity elective.</p> <p>NOTE: Another option is to have this waive the performing arts requirement.</p> <p>The student must still take the 0.5 credit Personal Fitness class to complete the requirement.</p>	
<p>Two years in a JROTC* class waives the 0.5 credit Physical Education activity elective AND the full 1.0 credit performing arts requirement (Waiver #1500480). The student must still take the 0.5 credit Personal Fitness class to complete the requirement.</p>	<p>Two years in a JROTC*class satisfies the full 1.0 credit Physical Education requirement AND the full 1.0 credit performing arts requirement. [Florida Statute § 1003.4282(3)(f)]</p>

*Junior Reserve Officers’ Training Corps

Physical Education Waivers and Descriptions

Course Code for Waiver	Description of Waiver	Options Applied to:
1500410	INTERSCH SSN 1 – COM (Completion of interscholastic sport season 1)	Personal Fitness/Physical Education activity elective AND HOPE
1500420	INTERSCH SSN 2 – COM (Completion of interscholastic sport season 2)	Personal Fitness/Physical Education activity elective AND HOPE
1500430	INTERSCH SPTS Waiver (Personal Fitness Competency Test waiver)	Personal Fitness/Physical Education activity elective AND HOPE
1500440	MCHG BAND PE WAIVER (Marching Band PE waiver)	Personal Fitness/Physical Education activity elective (Students must still take the Personal Fitness class. This waiver is for the half (½) credit requirement of a Physical Education activity elective).
1500445	DANCE WAIVER (Dance Waiver)	Personal Fitness/Physical Education activity elective (Students must still take the Personal Fitness class. This waiver is for the half (½) credit requirement of a Physical Education activity elective).
1500450	JROTC* PE YR 1 WAIVER (JROTC* Physical Education waiver: completion of year 1)	Personal Fitness/Physical Education activity elective AND HOPE (Students under Personal Fitness/Physical Education activity elective option must still take the Personal Fitness class)
1500460	JROTC* PE YR 2 WAIVER (JROTC Physical Education waiver: completion of year 2)	Personal Fitness/Physical Education activity elective AND HOPE (Students under Personal Fitness/Physical Education activity elective option must still take the Personal Fitness class.
1500470	JROTC* PE WAIVER-COM (Completion of JROTC* year 1, JROTC* year 2, and the Personal Fitness course)	Personal Fitness/Physical Education activity elective
1500480	JROTC* PE/PERFORMING ARTS WAIVER	Personal Fitness/Physical Education activity elective AND HOPE (Students under Personal Fitness/Physical Education activity elective option must still take Personal Fitness course.)

*Junior Reserve Officers' Training Corps

Fine and Performing Arts Requirements for Four-Year 24-Credit Option

- Students entering Grade 9 in the 2007-2008 school year and thereafter must take one credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. [[Florida Statute §1003.4282\(3\)\(e\)](#)]
- Eligible practical arts courses shall be identified through the Florida Department of Education Course Code Directory. [[Florida Statute § 1003.4282\(3\)\(e\)](#)]

The Fine and Performing Arts requirement may also be fulfilled by completing the following:

- two years of JROTC, a significant portion of which is drills; and
- 1.0 credit of JROTC satisfies the performing arts requirement and 1.0 credit of ROTC satisfies the HOPE requirement. [[Florida Statute §1003.4282\(3\)\(f\)](#)]

Electives Requirements for Four-Year 24-Credit Option

1. Elective courses are selected by the student in order to pursue a complete education program and to meet eligibility requirements for scholarships and college admission.
2. Elective credit may be earned for nonpaid voluntary community or school service (not including court ordered service). Voluntary Public Service and Voluntary School/Community Service each provide 0.5 credit for a minimum of 75 hours of service.
3. Elective credit may not be granted toward high school graduation for the following:
 - 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; and/or
 - 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 (IEP) or Progress Monitoring Plan (PMP), signed by the principal, the school counselor, and the parent(s) of the student, if the student is not 18 years or older, or by the student, if the student is 18 years of age or older.

World Language Requirements for Four-Year 24-Credit Option

The successful completion of two sequential World Language courses is **not** a graduation requirement. However, this is a requirement for entry into the State University System (SUS) and the Florida Bright Futures Scholarship Program. Students not completing this requirement while in high school must make up the credits at a postsecondary institution prior to graduation from a university. World Language to the second level is also required for Florida College System Associate in Arts graduates.

A student must demonstrate World Language proficiency at a level equal to two years of high school World Language (in the same language) or American Sign Language coursework. This requirement can be met in one of the following ways:

1. complete two high school credits in the same language;
2. complete one high school World Language credit at second Level (i.e., Spanish 2, French 2, etc.);

3. pass an AP, AICE (AS or A Level), or IB (Diploma Program Standard Level or Higher Level) World Language course;
4. complete a second post-secondary course (i.e., Elementary II), as long as the course is 4.0 semester credits; **or**
5. pass a third post-secondary course (i.e., Intermediate I), regardless of credit.

World Language Waiver Options

There are two possible ways in which students can obtain a World Language Waiver.

Option 1:

To qualify for a **World Language Waiver**, a student must earn, at the minimum, the scores indicated in the chart below on a CLEP, AP, SAT-II, or a Departmental Test.

Test	Minimum Score Required for Proficiency
CLEP*	For students entering college 2008-09 and later: French 59; German 60; and Spanish 63
AP*	3
SAT-II	If a college awards credit based on a SAT Subject test, documentation of the credits awarded must be given to the high school counselor.
Departmental Test	If a college awards credit based on the basis of their own World Languages Departmental Test, documentation of the credits awarded must be given to the high school counselor.

*Scores approved by State Board of Education and posted in the Articulation Coordinating Committee’s Credit-by-Exam Equivalencies document.

Option 2:

If a student’s proficiency is in a language for which there is no test available to determine proficiency, a transcript documenting formal education equal to two years of high school coursework in that language, or in English in a non-English-speaking country, may be used. For current World Language policies, refer to the *Florida Counseling for Future Education Handbook* at: <https://www.flvc.org/advising-manuals/counseling-for-future-education-handbook>

Refer to the *2014-2015 Bright Futures Student Handbook* for current policies related to meeting the World Language requirement at: <http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHandbookChapter1Revision20140710.pdf>.

NOTE: Students must confirm that the World Language Waiver will be recognized by the college or university to which they are applying. Refer to <http://www.fldoe.org/articulation/pdf/acc-cbe.pdf>. If it is determined that a World Language Waiver is appropriate, the counselor will add the World Language waiver (Course Code 0791920) to the student's academic history, including FL as the subject area. Documentation indicating how the proficiency was met must be kept in the student's cumulative folder. The World Language Waiver options do **not** award students high school credit.

Community Service for Four-Year 24-Credit Option Students

All students must earn 20 hours of community service, using the honor system.

Graduation Requirements for Transfer Students

Per [Florida Statute § 1003.433](#), students who enter a Florida public school in the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements, if the student has met all requirements of the school district, state, or country from which he/she is transferring. However, to receive a Standard High School Diploma, a transfer student must earn a 2.0 GPA and proficient score on all required graduation assessments according to [Florida Statute § 1008.22\(3\)](#) or an alternate assessment as described in [Florida Statute § 1008.22\(3\)](#).

1. A student entering high school from another district, state, or country is required to satisfy the graduation requirements of his/her enrolled cohort.
2. The student must take a full schedule of courses to comply as closely as possible with the graduation requirements of the cohort, 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 will be required to take two required courses in the same discipline concurrently. A [Graduation Credit Waiver Request \(PBSD 2461\)](#) must be completed for any credits waived for transfer students.
3. Per [Florida Statute 1003.4282\(4\)](#), a student who is enrolled in a Florida high school and has less than one academic year remaining may waive the on-line course requirement.
4. A [Graduation Credit Waiver Request \(PBSD 2461\)](#) must be completed to waive this requirement.
5. A transfer student may not waive credits required for graduation if he/she will receive a Certificate of Completion.

OTHER GRADUATION OPTIONS

Early Graduation for Four-Year 24-Credit Option Students

Per [Florida Statute § 1003.4281](#), a high school student may be provided the option of early graduation. Students who complete the requirements for graduation before their cohort class may elect to:

1. graduate at the time that all requirements have been completed; **or**

2. with principal's permission, continue enrollment as a full-time student in the SDPBC until the end of the regular school year in which their cohort class graduates. All grades earned by the student will become a part of the student's permanent record and calculated in the student's GPA/HPA.

The principal may deny continued enrollment for a student who has met graduation requirements. Students who graduate early may participate in the end-of-year graduation ceremonies.

18-Credit ACCEL Graduation Option

Per [Florida Statute § 1002.3105\(5\)](#), the 18-Credit ACCEL graduation option is now available for students. All graduation requirements for a Standard Diploma must be met, per [Florida Statute § 1003.4282\(3\)\(a-e\)](#), **except** for the following credits:

- Physical Education credit
- Virtual requirement
- three elective credits

Advanced International Certificate of Education (AICE) Diploma

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\(8\)](#)]

Students must complete the AICE Diploma curriculum requirements, including the required exam components, within 25 months from the first exam to the last exam. The student must **pass** the AICE exams in order to receive an AICE Diploma. If the student does not pass the AICE exams, the student will receive a Standard High School Diploma.

International Baccalaureate (IB) Program

The IB Diploma Program is a rigorous pre-university course of studies, leading to internationally standardized examinations. The Program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems. Students enrolled in the IB Diploma Program meet state requirements for graduation by completing the IB curriculum. Diploma candidates are required to select one subject from each of six subject groups listed in the IB Program Standards and Practice document. At least three, and not more than four subjects are taken at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours; SL courses represent 150 teaching hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly, over the two-year period.

IB Diploma candidates must also demonstrate their mastery of the coursework by passing a battery of comprehensive written, and in some cases oral examinations in the subject areas.

To fulfill 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 three core elements: Extended Essay reflecting independent research; Theory of Knowledge (TOK) interdisciplinary course; and at least 150 Creativity, Action, Service (CAS) hours of extracurricular activities. [[Florida Statute § 1007.27\(7\)](#) & <http://www.ibo.org/diploma/>]

Students must complete a minimum of 13 credits in courses identified by IBO.org [<http://www.ibo.org/diploma/>] or equivalent courses as identified in the *Bright Futures Comprehensive Course Table*. Students must complete any prerequisite courses identified by the school's IB Program of Study.

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\(7\)](#)]

IB exams are graded from 1.0 point to 7.0 points maximum. Students must score a minimum total of 24 points to acquire an IB Diploma. Students will take six IB exams during the junior and senior years. [[Florida Statute § 1007.27\(7\)](#)]

Students must complete the IB Diploma curriculum requirements, including passing the required exam components, in order to earn an IB Diploma. If a student completes the curriculum, but does not pass the exam requirements, the student will receive a Standard High School Diploma.

The Bright Futures Scholarship Program requirements that are met by IB Diploma Program students include:

- four English (three with substantial writing);
- four mathematics (Algebra 1 level and above);
- three natural science (two with substantial lab);
- three social science; and
- two World Language (sequential, in the same language).

A student may use up to two additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise his/her GPA.

COURSE MODIFICATIONS

English Language Learners (ELLs) Course Modifications

An ELL will be enrolled in English through English Speakers of Other Languages (ESOL) I, II, III and IV, English 1, 2, 3 and 4, or their equivalent, to guarantee the necessary credits needed for graduation. Any exceptions **must** be documented through an ELL Committee meeting.

In addition, an ELL may not be denied placement in honors and accelerated courses because of participation in the ESOL program or lack of English language proficiency, provided he/she meets the other criteria set for enrollment in the course.

Exceptional Student Education (ESE) Course Modifications

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. In accordance with [State Board of Education Rule 6A-6.0312](#), modifications to General Education courses shall not include modifications to the curriculum descriptions/frameworks or student performance standards. 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; and/or
- special communication systems.

An ESE-eligible student is awarded credit toward a Standard Diploma, Merit or Scholar if he/she:

- takes and passes a course with General Education 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.

Active Section 504 Accommodation Plans Course Modifications

A student is eligible for accommodations under Section 504 of the Rehabilitation Act of 1973 if the student is determined to have a physical or mental impairment that substantially limits one or more major life activities of such student. [[Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104](#)]

In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008 (effective January 1, 2009). Congress declared that its purpose in amending the ADA was to reinstate a broad scope of protection, to carry out its objectives of providing "a clear and comprehensive national mandate for the elimination of discrimination," and set forth "clear, strong, consistent, enforceable standards addressing discrimination."

A student meets the requirement of being regarded as having impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six months or less. A Multi-Disciplinary Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

In deciding eligibility, the Multi-Disciplinary Team will consider information from a variety of sources, including medical documentation, behavioral observations, checklists, classroom tests, teacher recommendations and/or reports, current grades and trends, academic history, standardized test reports, and other relevant information.

The Multi-Disciplinary Team is responsible for deciding if any deviation and/or exemptions to the General Education content requirements should be included on the Section 504 Accommodation Plan. Thus, a student's Section 504 Accommodation Plan must document any modification to the General Education course content requirements necessary for the student to ensure an equal opportunity to master the General Education content requirements.

GRADUATION OPTIONS FOR STUDENTS WITH DISABILITIES (SWD)

The Florida Course Descriptions document, Exceptional Student Education (ESE), contains a listing and description of course options available along with suggested course performance objectives and credit requirements.

In accordance with [State Board of Education Rule 6A-1.09961](#), students entering high school must demonstrate mastery of the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and Next Generation Sunshine State Standards (NGSSS) in Science. Each includes access points for students with significant disabilities. These access points are expectations for students with significant cognitive disabilities to access the General Education curriculum. Access points reflect the core intent of the standards with reduced levels of complexity.

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, objectives, and a record of individual student mastery must be documented by a school or teacher-developed record of course achievement.

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 IEP will include a statement of intent to pursue a Standard High School Diploma and a Scholar or Merit designation, pursuant to [Florida State Statute § 1003.4285](#), as determined by the parent.

Only students beginning Grade 9 before 2013 are eligible for a Special Diploma. The parent(s) shall be notified through the IEP process, of the diploma options available. [[State Board of Education Rule 6A-1.09961\(2\)\(b\)](#)]

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 22 years old.

Special Diploma: Option 1

Special Diploma: Option 1 is for students properly identified as having an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; another health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, are deaf or hard of hearing, or dual sensory impaired.

Special Diploma: Option 1 Requirements

(For students who enter Grade 9 prior to the 2011-2012 school year)

Course/Content	Credit(s)
Reading*	2.0
English	2.0
Mathematics**	3.0
Social Studies	2.0
Career Preparation	1.0
Life Management and Transition	1.0
Science***	2.0
Physical Education	1.0
Electives	10

* Intensive Reading (Course Code 1000410) may substitute for Reading 9-12 (7910400) credits.

**Intensive Mathematics (Course Code 1200900) may substitute for any Access Mathematics course (79 Course Code).

***Health and Safety 9-12 (Course Code 7920050) can satisfy one credit of the science course requirement.

Course credits from a Standard Diploma course may be substituted for a Special Diploma course in the same subject area. Additional vocational courses may be substituted for one science and/or one social studies credit as indicated on the student's IEP.

The Career Preparation course or similar General Education vocational 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.

For students identified as having significant cognitive or orthopedic disabilities or Intellectual Disabilities (InD), an IEP Team can recommend one credit of Leisure and Recreation Skills (Course Code 7962030) as a substitute for a full-year of Physical Education.

For students entering Grade 9 during the 2012-2013 and 2013-2014 school years:

Course/Content	Credit(s)
English*	4.0
Mathematics**	4.0
Social Studies***	3.0
Science***	3.0
Career Preparation	1.0
Physical Education	1.0
Electives	8.0

*Intensive Reading (Course Code 1000410) may substitute for Reading 9-12 (Course Code 7910400) credits.

**Intensive Mathematics (Course Code 1200900) may substitute for any Access Mathematics course (79 Course Code).

***Health and Safety 9-12 (Course Code 7920050) can satisfy one credit of the science course requirement.

Access courses are intended only for students with the most significant cognitive disabilities who are eligible under IDEA and meet the Florida Alternate Assessment criteria set forth in [State Board of Education Rule 6A-1.0943](#). A minimum 2.0 cumulative GPA must be earned for all credits applied toward graduation.

Special Diploma: Option 2

In accordance with [State Board of Education Rule 6A-1.09961](#), students must:

1. be properly classified, in accordance with State Board of Education Rules, as having Intellectual Disabilities (InD), hearing impairments, specific-learning disabilities, emotional/behavioral disorders, physical impairment, language impairment, autistic or dual sensory impairment;
2. be at least 16 years of age; and
3. be successfully employed in the community and paid at or above minimum wage in compliance with the requirements of the Fair Labor Standards Act.

Students placed on Option 2 during or prior to the 2009-2010 school year, must be successfully employed in the community for a minimum of one semester, at a minimum of 30 hours per week, as noted on the Individual Graduation Plan.

Students placed on Option 2 during the 2010-2011 school year and thereafter, must be successfully employed in the community, for a minimum of 630 hours, as noted on the Individual Graduation Plan. In order to graduate under Option 2, students must:

1. achieve all employment and community competencies as specified on the student's Transition IEP; and
2. demonstrate 100 percent mastery of exit competencies as indicated on the student's Graduation Plan Form. The Graduation Plan shall be developed and signed by the student, parent(s), 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.

Students must 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 (i.e., ESE Career Preparation, ESE Job Preparatory Education, ESE Career Experiences, etc.) and have demonstrated mastery of pre-employment competencies.

Students with disabilities placed in Option 2 prior to and including the 2009-2010 school year, shall have the grade level reflect 12th Grade, upon nine weeks of successful employment. Students placed in Option 2 during the 2010-2011 school year and thereafter, shall have the grade level reflect 12th Grade, upon 315 hours of successful employment.

Specific policies and procedures for implementing the requirements for a Special Diploma utilizing Option 2 are contained in the [Graduation Option 2 Implementation Manual](#).

Students with Disabilities Entering Grade 9 During the 2014–2015 School Year

All students with disabilities should be supported through the provision of allowable accommodations and specially designed instruction to work toward a Standard Diploma, as defined in section [Florida Statute § 1003.4285](#). In accordance with [Florida Statute § 1003.4282\(11\)](#), beginning in the 2014-2015 school year, students with disabilities entering 9th Grade may also earn a Standard High School Diploma through alternative courses of study. Nothing contained in this rule shall be construed to limit or restrict the right of a student with a disability solely to the options described in this rule. A certificate of completion will be awarded to students who receive credit for all of the courses listed, but who do not achieve the required GPA or who do not achieve proficiency on required assessments for which they have not been granted a waiver.

HIGH SCHOOL DIPLOMAS

The SDPBC offers four diploma options:

- 24-Credit Standard Diploma
- 18-Credit ACCEL Option Diploma
- Advanced International Certificate of Education (AICE) Curriculum Diploma
- International Baccalaureate (IB) Diploma

Diploma with Academic Honors

A Diploma with Academic Honors is awarded to students who meet all criteria for a Standard Diploma established by the School Board and State law, have an unrounded cumulative Honors Point Average (HPA) of at least 3.5, and have a minimum combined score of 1290 on the critical reading and mathematics sections of the SAT or minimum composite score of 29 on the ACT.

Diploma Designations

Students may earn one or more “designations” on their Standard Diploma. Students are not required to obtain a “designation.” There is no deadline for choosing a “designation.” There are two “designations;” the scholar diploma designation and the merit diploma designation:

1. **Scholar Diploma Designation** - In addition to meeting the Standard Diploma requirements, the following criteria must be met.
 - Students must earn:
 - 1.0 credit in Algebra 2 (must earn a proficient score on the EOC Assessment beginning with students entering Grade 9 in school year 2014-2015);
 - 1.0 credit in statistics (or an equally rigorous mathematics course);

- 1.0 credit in Chemistry or Physics;
 - 1.0 credit in a course equally rigorous to chemistry or physics; and
 - 2.0 credits in the same world language.
- Students must earn a proficient score on the ELA Grade 11 statewide assessment (beginning with students entering Grade 9 in school year 2014-2015).
 - Students must earn a proficient score on the Geometry, Biology 1, and US History EOC Assessments.
 - Students must earn at least one credit in AP, IB, AICE, or a Dual Enrollment course.
2. **Merit Designation** - In addition to meeting the Standard Diploma requirements, students must attain one or more industry certifications from the list established, [per Florida Statute § 1003.492](#).

Florida High School Performance-Based Diploma

A Florida High School Performance-Based Diploma is awarded to students who complete the Performance-Based Exit Option Model. Students who are enrolled in credit earning courses and earn proficient scores on the FCAT 2.0 **and** the Algebra 1 EOC Assessment (or alternative assessment) as well as the GED tests may be awarded this diploma. A Performance-Based Diploma may not provide the same postsecondary options as a Standard Diploma.

CERTIFICATES OF COMPLETION

In accordance with [State Board of Education Rule 6A-1.0995\(4\)](#), a Certificate of Completion shall be awarded in a form prescribed by the State Board of Education.

Standard Certification of Completion

Standard Certification of Completion is awarded to students who meet all criteria established by the School Board and State law, except for earning a proficient score on the required state assessments and/or the required minimum 2.0 cumulative GPA. [[Florida Statute § 1003.4282\(7\)\(c\)](#)]

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 one additional year and receive special instruction designed to remedy his/her identified deficiencies, in accordance with [Florida Statute § 1003.4282\(7\)\(c\)](#).

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.

Students who receive a Standard Certificate of Completion will have the following options:

1. take the Florida Comprehensive Assessment Test (FCAT) 2.0/End-of-Course (EOC) Assessments;
2. take ACT or SAT and earn the scores concordant with FCAT 2.0/ EOC Assessments;
3. return to school for a 13th year to remediate the FCAT 2.0/EOC Assessment and/or GPA;
4. stay in school and enroll in a Performance-Based Exit Option Model;
5. enroll in an Adult GED Program or credit program; or
6. take the Postsecondary Education Readiness Test (P.E.R.T.) and attend Palm Beach State College while continuing to take the FCAT 2.0/EOC Assessment, if the only graduation deficiency is FCAT 2.0/EOC Assessments.

RECOGNITION OF VALEDICTORIAN/SALUTATORIAN

To be eligible for valedictorian or salutatorian recognition, a student must have attended the same SDPBC public school for three complete 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.

Students selecting an 18-Credit ACCEL Graduation Option or electing to complete the 24-Credit Option in three years may be eligible for co-valedictorian/salutatorian if they tie or achieve a higher Honor Point Average (HPA) than the four-year valedictorian/salutatorian. An early admission student enrolled full-time in a college or university his/her senior year will not be eligible for valedictorian/salutatorian.

Valedictorian/Salutatorian Calculation

1. The valedictorian/salutatorian award will be based on grades earned after promotion from 8th grade through the first semester of 12th grade.
2. The valedictorian will be the student with the highest HPA, carried to the ten-thousandth place.
3. The salutatorian will be the student with the second highest HPA, carried to the ten-thousandth place.
4. 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 SCHOLARSHIPS

Florida Bright Futures Scholarship Program

Per [Florida Statute § 1009.53](#), the Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate

who merits recognition of high academic achievement, and who enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution within three years of graduation from high school. For information regarding Bright Futures Scholarship recipients attending nonpublic institutions, refer to [Florida Statute §1009.538](#).

Additional information can also be obtained from the Florida Bright Futures Scholarship Program website located at: <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

The Florida Bright Scholarship Program consists of three awards:

- Florida Academic Scholars Award;
- Florida Medallion Scholars Award; and
- 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. The eligibility requirements are subject to change with each legislative session.

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 Home Education Office verifies registration and community service hours in accordance with Florida Department of Education (FLDOE) guidelines and applicable statutes. [[Florida Statute § 1002.41](#)]

REMEDICATION AND RETENTION

IDENTIFICATION OF STUDENTS IN NEED OF REMEDIATION

The following sections identify performance levels as they relate to the Florida Comprehensive Assessment Test (FCAT) 2.0²², End-of-Course (EOC) Assessments, FCAT Writing, Scholastic Reading Interactive (SRI), and additional optional assessments. This permits decision-makers to identify the overall achievement of each child through District and statewide assessments and allows 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.

ELEMENTARY SCHOOL (K-5) REQUIREMENTS FOR REMEDIATION/RETENTION

In accordance with [Florida Statute § 1008.25\(2\)\(b\)](#), each district school board shall establish a comprehensive program for student progression which must include specific levels of performance in reading, writing, mathematics, and science for each grade level, including the levels of performance on statewide assessments at which a student must receive remediation, or be retained within an intensive program. This intensive program must be different from the previous year's program and must take 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.

In accordance with [Florida Statute § 1008.25\(3\)\(a\)\(b\)](#), remedial and supplemental (academic) instructional resources must be allocated to students in the following priority:

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

K-3 Reading Remediation

Any student in Kindergarten through 3rd grade 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. [[State Board of Education Rule 6A-6.054\(1\)\(a\)](#)]

- For students not participating in the statewide reading assessment, substantial deficiency in reading is defined through the use of the SDPBC Literacy Assessment System and teacher observation.
- For students required to participate in the statewide assessment, a substantial deficiency in reading can be determined by scoring Level 1 or Level 2 on FCAT 2.0.

²² For the 2014-2015 school year, the FCAT 2.0 performance levels may be used to determine student proficiency, when applicable.

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. Pursuant to [Florida Board of Education Rule 6A-6.054\(1\)\(b\)](#), the student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

1. 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 2.0 Reading, the student must be retained. [[Florida Statute § 1008.25\(5\)\(b\)](#)]
2. If a school is within the 300 lowest-performing elementary schools in the State, on the State Reading Assessment, the school must provide an additional hour of instruction beyond the normal school day for each day of the entire school year for intensive reading instruction for the students in the school. This additional hour of instruction must be provided only by teachers or reading specialists who are effective in teaching reading or by a K-5 mentoring reading program that is supervised by a teacher who is effective at teaching reading. Students with Level 5 assessment scores (on the FCAT 2.0 Reading) may participate in the additional hour of instruction on an optional basis. [[Florida Statute § 1011.61\(1\)\(f\)\(2\)](#)]

K-3 Reading Deficiency and Parental Notification

Pursuant to [Florida Statutes §§ 1002.20\(11\)](#) and [1008.25\(5\)\(c\)1](#), the parent(s) of any Grade K-3 student who exhibits a deficiency in reading, based upon locally determined or statewide assessments conducted in Kindergarten, Grade 1, Grade 2, Grade 3, or based on teacher observations, must be immediately notified in writing. In addition to informing the parents that their child has been identified as having a substantial deficiency in reading (per [Florida Statute § 1008.25\(5\)\(c\)](#)), the following information must be provided:

1. a description of understandable to the parent(s), the exact nature of the difficulty in learning and lack of achievement in reading [[Florida Statute § 1002.20\(11\)](#)];
2. 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](#));
3. a description of the current services that are provided to the student ([Florida Statute § 1008.25\(5\)\(c\)2](#));
4. the District's specific criteria and policies for midyear promotion, which means at any time during the year of retention once the student has demonstrated ability to read on grade level [[Florida Statute § 1008.25\(5\)\(c\)8](#)];
5. strategies for parent(s) to use in helping their child succeed in reading proficiency [[Florida Statute §1008.25\(5\)\(c\)6](#)]; and
6. the District's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts.

A parent of a 3rd Grade student who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. [[Florida Statute §1008.25\(5\)\(c\)7](#)]

If the student's reading deficiency is not remediated by the end of 3rd grade, the student must be retained unless he/she is exempt from mandatory retention for Good Cause. The FCAT 2.0 is not the sole determiner of promotion. Additional evaluations, portfolio reviews, and assessments are available to the student to assist parents and the School District in knowing when a student is reading at or above grade level and is ready for grade promotion. [[Florida Statute §1008.25\(5\)\(c\)6](#)]

Per [Florida Statute § 1008.25\(5\)\(c\)4](#), if the student's reading deficiency is not remediated by the end of 3rd grade, the student must be retained unless he/she is exempt from mandatory retention for Good Cause.

K-5 Mathematics Remediation

Students in Grades K-5 who are identified as being considerably or substantially below grade level in Kindergarten through Grade 2, or Level 1 or Level 2 in Grades 3-5, as indicated on the [Student Performance Level Charts](#), must receive remediation in one of the following ways:

- remediation in a before or after school tutorial program;
- small group instruction, based on documented student deficiencies;
- one-on-one instruction, based on documented student deficiencies; and/or
- computer software programs that work on fluency in basic skills (when appropriate).

K-5 Mandatory Remediation/Retention

Students in Grades K-5 who are identified as being considerably or substantially below grade level in Kindergarten through Grade 2, or Level 1 or Level 2 in Grades 3-5, as indicated on the [Student Performance Level Charts](#) in reading, writing, mathematics and/or science 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 with a Progress Monitoring Plan (PMP).

The parent(s) will be aware of and consulted in the development of the strategies and interventions of the PMP at the school. [[Florida Statute § 1008.25\(4\)\(b\)](#)]

Each student who does not meet minimum performance expectations for the statewide assessments in reading, writing, mathematics, and/or science, 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\(4\)\(c\)](#)]

Mandatory Retention for Grade 3 Students

If a student's reading deficiency is not remedied by the end of 3rd Grade, as demonstrated by scoring Level 2 or higher on the statewide assessment required under [Florida Statute §1008.22](#) for 3rd grade, the student must be retained. [[Florida Statute § 1008.25\(5\)b](#)]

Parent Notification Requirements for Retained Grade 3 Students

Written notification must be given to the parent(s) of any 3rd Grade student who is retained for reading stating that his/her child has not met the proficiency level required for promotion, and the reasons why the child is not eligible for a Good Cause Exemption. The notification must comply with the Student Report Cards provisions of [Florida Statutes §§ 1002.20\(14\)](#) and [1003.33\(2\)](#), as well as 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\(7\)\(b\)2](#)]

Intensive Instruction Services for Retained Grade 3 Students

Grade 3 students retained for reading must be provided with intensive instructional services and supports that include intensive interventions in the areas of reading deficiency. The specific areas of reading must be identified through the use of a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, a minimum of 90 minutes of daily uninterrupted reading instruction, an additional 30 minutes of daily intensive immediate intervention, the opportunity to participate in the District's *3rd 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 be ready for promotion to the next grade. [[Florida Statute § 1008.25\(7\)\(a\)\(b\)1](#)] and [State Board of Education Rule 6A-6.054\(1\)](#)]

Other strategies prescribed by the District may include but not be limited to the following:

- small group instruction;
- integration of science and social studies content within the 90 minute block;
- reduced teacher-student ratios;
- more frequent progress monitoring;
- tutoring or mentoring;
- transition classes containing 3rd grade and 4th grade students; and/or
- extended school day, week, or year.

Grade 3 students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation. [[Florida Statute § 1012.34](#)]

Intensive Acceleration Class (IAC) for Grade 3 Students

When applicable, each school must establish an Intensive Acceleration Class (IAC) for retained Grade 3 students who subsequently score at Level 1 on the Florida Standards Assessment

(FSA). The focus shall be to increase a student's reading level and English Language Arts (ELA) skill level at least two grade levels in one school year. [[Florida Statute § 1008.25\(7\)\(b\)5](#)] In accordance with [Florida Statute § 1008.25](#), IAC shall:

1. be provided to any student in Grade 3 who scores Level 1 on the Florida Standards Assessment (FSA), as applicable, and who was retained in 3rd grade the prior year because of scoring at Level 1;
2. have a reduced teacher-student ratio;
3. provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the Grade 4 Next Generation Sunshine State Standards (NGSSS) or Florida Standards in other core subject areas;
4. use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; and
5. provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.

Supplemental Academic Instruction (SAI) for Grade 3 Students

Grade 3 students who are retained will receive additional reading instruction in the Supplemental Academic Instruction (SAI) Program. The SDPBC *Supplemental Academic Instruction Elementary School Guidance Document* provides for the following:

- a highly effective SAI teacher;
- 30- 45 minutes of supplemental/additional instruction in reading (outside of the 90-minute reading block); and
- a maximum 1:6 teacher/student ratio during the SAI time block, with the exception of SAI teachers implementing the Leveled Literacy Intervention (LLI) System, which should follow specific implementation guidelines (ratio will be lower). SAI students will be prioritized according to the current year's *SDPBC SAI Elementary School Guidance Document*.

Instructional materials should include comprehensive research-based intervention strategies, which best meet the needs of the students. Students should be using materials that teach research-based reading strategies directly geared to their area(s) of weakness as identified by diagnostic assessments.

Good Cause Exemptions For Retained Grade 3 Students

Good Cause is defined as conditions that exist such that retention would be more adverse for the student than promotion. In accordance with [Florida Statute § 1008.25\(6\)\(b\)\(c\)](#) and [State Board of Education Rule 6A-1.094221](#), the School Board may exempt a student from retention for Good Cause.

Good Cause Exemptions from Retention (Grade 3 Only)

According to [Florida Statute § 1008.25\(6\)\(b\)](#), Good Cause Exemptions are limited to the following:

1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of State Board of Education Rule;
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education²³;
4. Students who demonstrate, through a student portfolio, that they are reading at least Level 2 on the Florida Standards Assessment (FSA), as evidenced by demonstrating mastery of applicable state standards in reading²⁴;
5. Students with disabilities who participate in the FSA and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading and English Language Arts (ELA) for more than two years, but still demonstrates a deficiency and was previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3²⁵;
6. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3, for a total of two years (**A student may not be retained more than once in Grade 3.**); and
7. Students who have received intensive remediation in reading and ELA for more than two years but still demonstrate a deficiency and who were previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3 for a total of two years²⁶.

Academic Portfolio for Good Cause Exemption (#4)

In accordance with [State Board of Education Rule 6A-1.094221\(3\)\(a-e\)](#), the student portfolio must meet the following criteria:

1. be selected by the student's teacher;
2. be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

²³ Per [State Board of Education Rule 6A-1.094221\(1\)\(a\)](#), the SDPBC administers Stanford Achievement Test, 10th Edition (SAT-10) and the acceptable level of performance is 45th percentile or above on the SAT-10.

²⁴ See [Academic Portfolio for Good Cause Exemption \(#4\)](#) section.

²⁵ This applies to students with disabilities who participate in the FSA, but still demonstrate a deficiency in reading after more than two years of intensive remediation, and were previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3.

²⁶ 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 SDPBC will assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among low-performing readers.

3. include evidence that the benchmarks assessed by the Grade 3 FCAT 2.0 Reading Assessments have been met. Evidence is to include multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the District's/School's adopted core reading curriculum or teacher assessments that are aligned with the Language Arts Florida Standards (LAFS);
4. be an organized collection of evidence of the student's mastery of the NGSSS Benchmarks for Language Arts that are assessed by the Grade 3 FSA-Reading²⁷; and
5. be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The SDPBC has opted to utilize the Third Grade Reading Assessment Portfolio and Portfolio Addendum provides by the Just Read, Florida Office in order to ensure consistency throughout the District. This assessment portfolio meets all of the criteria outlined in [State Board of Education Rule 6A-1.094221\(3\)\(a-e\)](#).

A parent of a student in Grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. [[Florida Statute § 1008.25\(5\)\(c\)7](#)]

Documentation for Grade 3 Good Cause Exemption

The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with [Florida Statute § 1008.25\(6\)\(c\)](#)²⁸.

In the case of Good Cause Exemptions due to academic performance (Grade 3 mandatory retention only), the teacher will complete the Third Grade Reading Assessment Portfolio Recording Sheet for each student. [[Florida Statute § 1008.25\(6\)\(c\)1](#)]

The school principal shall review and discuss recommendations with the teacher and make the determination as to whether the student should be promoted or retained. In accordance with [Florida Statute § 1008.25\(6\)\(c\)2](#), information gathered for Third Grade Good Cause Promotion/Retention school lists will now be automatically generated.

During the School Year Promotion of Retained Grade 3 Students

In accordance with [State Board of Education Rule 6A-1.094222](#), a student retained in 3rd grade may be eligible for mid-year promotion if he/she demonstrates:

²⁷ For each benchmark, there must be at least three examples of mastery as demonstrated by a score of 70 percent or above.

²⁸ Refer to [Good Cause Exemption for Retained Grade 3 Students](#).

- successful and independent reading at or above grade level;
- sufficient progress to master appropriate 4th grade reading skills; and
- meeting any additional requirements, such as satisfactory achievement in other curriculum areas, per local school board policies.

Documentation for midyear promotion should include successful completion of portfolio elements that meet State/District criteria or satisfactory performance on a locally selected standardized assessment. [[Florida Statute § 1008.25\(7\)\(b\)3](#)]

A student portfolio used during the school year to document promotion to 4th grade must have evidence of the student's mastery of Grade 3 Next Generation Sunshine State Standards (NGSSS), Language Arts Florida Standards (LAFS), and beginning mastery of the 4th grade standards/benchmarks. [[State Board of Education Rule 6A-1.094222\(3\)\(a-e\)](#)]

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. This must be demonstrated by standard scores or percentiles, consistent with the month of promotion to Grade 4. [[State Board of Education Rule 6A-1.094222\(4\)](#)]

The Progress Monitoring Plan (PMP) for any retained Grade 3 student who has been promoted midyear to Grade 4 must continue to be implemented for the entire school year. [[State Board of Education Rule 6A-1.094222\(4\)](#)]

Criteria for Exemptions from Retention (Grades K-2 and 4-5)

Students who score consistently below grade level on District and/or statewide assessments should either be retained or considered for retention according to the [Student Performance Level Charts](#). Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students.

MIDDLE SCHOOL (6-8) REMEDIATION REQUIREMENTS

Reading Remediation

The goal of reading remediation is to provide students with the skills and strategies necessary to assist them in reading text that is on grade level. In compliance with state guidelines ([State Board of Education Rule 6A-6.054](#) - K-12 Student Reading Intervention Requirements), the SDPBC uses the following determiners to decide the level of reading support for students. Students who earned a Level 1 or 2 on the previous year's Reading FCAT 2.0 must receive intensive reading support. The level of support necessary depends upon the results of the FAIR Assessment and teacher input.

1. If a student is two or more years below grade level as determined by the FAIR, he/she must take either two periods of intensive reading or one period of intensive reading along with

- one period of a content area class taught by a reading endorsed or reading certified teacher. Teacher input will determine which path is most appropriate.
2. If a student is not two or more years below grade level as determined by the FAIR, but does have deficiencies in word analysis and/or text efficiency (as determined by subtests on the FAIR), the student may take two periods of intensive reading or one period of intensive reading along with one period of a content area class taught by a reading endorsed, reading certified, or NGCAR-trained teacher. Teacher input will determine which path is most appropriate.
 3. If a student is not two or more years below grade level as determined by the FAIR, and does not have deficiencies in word analysis and/or text efficiency (as determined by subtests on the FAIR), then he/she may take one period of intensive reading or a content area class taught by a reading endorsed, reading certified, or NGCAR-trained teacher. Teacher input will determine which path is most appropriate.

Mathematics Remediation Requirements Based on Standardized Assessments

In accordance with [Florida State Statute § 1003.4156\(3\)](#), for each year in which a student scores a Level 1 or Level 2 on Mathematics FCAT 2.0²⁹, then the following year the student must receive remediation, which may be integrated into the student's required mathematics courses.

MIDDLE SCHOOL (6-8) REMEDIAL INSTRUCTION

In accordance with [Florida Statute § 1008.25\(3\)](#), remedial and supplemental instruction resources **must** be allocated to students who fail to meet achievement performance levels required for promotion.

The SDPBC provides remedial instruction in reading, writing, science, and mathematics for those students identified as having substantially deficient skills in reading, writing, mathematics, and/or science as identified by teacher/principal recommendation, norm-referenced tests, Florida Comprehensive Assessment Test (FCAT) 2.0, and school-selected reading tests (i.e., Scholastic Reading Inventory (SRI), Diagnostic Assessment of Reading (DAR), and Oral Reading Fluency Measure). Remedial instruction shall be provided through implementation of an individual Progress Monitoring Plan (PMP) developed in consultation with parent(s). (Refer to [Progress Monitoring](#) section.)

Middle School Reading Intervention Courses

In order to facilitate efficient reading and deeper understanding of grade level texts, the intervention course should incorporate the following instructional strategies on a daily basis:

1. whole group explicit instruction;
2. small group differentiated instruction;

²⁹ Decisions for 2014-2015 may be based on FCAT 2.0, as applicable.

3. independent reading practice (utilizing classroom library materials, monitored by the teacher);
4. integration of Next Generation Sunshine State Standard (NGSSS) and/or Language Arts Florida Standards (LAFS) specific to the subject area if blocked with the intensive reading course (Biology, World History, etc.);
5. focus on informational text at a ratio matching Florida Standards Assessment (FSA); and
6. opportunities for accelerated achievement. [[State Board of Education Rule 6A-6.054\(2\)](#)]

Additional evaluations, portfolio reviews, and alternative District assessments beyond FCAT 2.0 are considered when placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Schools must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and must identify benchmark criteria for placement of students requiring additional instructional time in reading intervention.

Middle School Complementary Options for Remedial Instruction

- Before or After School Tutorial
- Saturday School Tutorial
- Contracted Academic Services
- Suspension of Other Curriculum
- Online Coursework
- Other Strategies

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

Middle School Remediation for Conditionally Promoted Students

1. A conditionally promoted student³⁰ who has scored Level 1 on FCAT 2.0 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.
2. A conditionally promoted student who has scored Level 2 or above on FCAT 2.0 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.
3. A conditionally promoted student may satisfy his/her conditional promotion by attaining their coursework through CompassLearning Odyssey. To complete his/her coursework he/she may work during the regular school day hours (i.e., during the student's elective and/or during the student's scheduled conditionally promoted class). The student may

³⁰ Refer to the [Promotion to 7th Grade and 8th Grade](#) section for additional information regarding **conditionally** promoted students.

attend an after school program (i.e., after school and/or before school in the lab, and/or a Saturday program).

Middle School Course Recovery (MSCR)

The MSCR Program provides students with additional academic support and instruction. MSCR is a competency-based computer curriculum program offered by the SDPBC to recover middle school courses. Middle school students who have failed one of the core course(s) listed below, may enroll and work during school, before school, after school, Saturdays, and complete 50 percent of the course work at home to receive a grade change once the coursework is completed and mastered.

The student may receive the grade he/she earned through the CompassLearning Odyssey course to replace the failing course grade.

Schools may create a program that best suits its school student population within the MSCR Guidelines. All MSCR Program teachers must be currently certified as a teacher and be MSCR trained annually in order to qualify as a MSCR Program teacher.

All student grade changes acquired through the CompassLearning MSCR Program using the criteria above must have a [Grade and/or Course Change Documentation \(PBSD 0797\)](#) completed and filed in the specific student's cumulative folder.

MSCR Content Areas Offered

- Language Arts
- Mathematics
- Science
- Social Studies

HIGH SCHOOL (9-12) REMEDIATION REQUIREMENTS

In accordance with [Florida Statute § 1008.25\(3\)](#), remedial and supplemental instruction resources must be allocated first to students who fail to meet achievement performance levels required for promotion. The School District provides remedial instruction for those students with substantial reading, writing, science, and/or mathematics deficiencies as identified by District or State testing.

In accordance with [Florida Statute § 1008.25\(4\)](#), remedial instruction shall be provided through implementation of a Progress Monitoring Plan (PMP), a Student Plan for Services for English Language Learners (ELLs), an Individual Educational Plan (IEP), or a student's 504 Accommodation Plan, developed in consultation with a parent. 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 elective credits. [[Florida Statute § 1003.4282\(5\)](#)]

Students who do not earn a proficient score on the required statewide assessments test are provided remedial instruction and must retake the test during regularly scheduled test administrations. Seniors who have not earned a proficient score on the required statewide assessments, or who do not have the required minimum 2.0 Grade Point Average (GPA), may elect to attend school for an additional year.

Remedial instruction is also provided for students who fall below standards for classification to the next grade level. Students identified as having below the credit or grade level requirements for classification, may take courses for forgiveness or credit accrual, by enrolling in and/or attending the following:

- Summer School (if offered);
- Adult Education Center (AEC) Credit Lab;
- AEC Adult High School Credit Program and/or AEC Florida Comprehensive Assessment Test (FCAT) 2.0 remediation courses;
- various Adult Community School Programs;
- Edgenuity Credit Recovery; and
- Palm Beach Virtual Franchise.

Other credit programs may be developed by the School District to assist students toward meeting classification requirements.

High School Reading Remediation

The goal of reading remediation is to provide students with the skills and strategies necessary to assist them in reading text that is on grade level. In compliance with [State Board of Education Rule 6A-6.054](#) (K-12 Student Reading Intervention Requirements), the SDPBC follows the outlined criteria to determine the level of reading support provided for students.

Students who earned a Level 1 or 2 on the previous year's FCAT Reading 2.0 must receive intensive reading support. The level of support necessary depends upon the results of the Florida Assessments for Instructional Reading (FAIR) and teacher input.

Students Entering Grade 9 Prior to the 2013-2014 School Year

1. If a Level 1 or Level 2 student (Reading FCAT 2.0) is two or more years below grade level as determined by FAIR, he/she must take either two periods of intensive reading or one period of intensive reading along with one period of a content area class, taught by a reading endorsed or reading certified teacher. Teacher input will determine which path is most appropriate.

2. If a Level 1 or Level 2 student (FCAT 2.0 Reading) is not two or more years below grade level as determined by FAIR, but has deficiencies in word analysis and/or text efficiency (as determined by subtests on FAIR), the student may take two periods of intensive reading or one period of intensive reading along with one period of a content area class, taught by a reading endorsed, reading certified, or Next Generation Content Area Reading (NGCAR)-trained teacher. Teacher input will determine which path is most appropriate.
3. If a Level 1 student (FCAT 2.0 Reading) is not two or more years below grade level as determined by FAIR, and does not have deficiencies in word analysis and/or text efficiency (as determined by subtests on FAIR), then he/she must take one period of intensive reading.
4. If a Level 2 student (FCAT 2.0 Reading) is not two or more years below grade level as determined by FAIR, and **does not** have deficiencies in word analysis and/or text efficiency (as determined by subtests on FAIR), then he/she may take one period of intensive reading or a content area class, taught by a reading endorsed, reading certified, or NGCAR-trained teacher. Teacher input will determine which path is most appropriate.

NOTE: A student may qualify for a Good Cause Waiver if he/she has earned a Level 3 or higher on the previous three consecutive FCAT 2.0 Reading Assessments.

Students Entering Grade 9 in the 2013-2014 School Year or After

1. If a Level 1 or Level 2 student (FCAT 2.0 Reading) is two or more years below grade level as determined by FAIR, he/she must take either two periods of intensive reading or one period of intensive reading along with one period of a content area class, taught by a reading endorsed or reading certified teacher. Teacher input will determine which path is most appropriate.
2. If a Level 1 or Level 2 student (FCAT 2.0 Reading) is not two or more years below grade level as determined by FAIR, but has deficiencies in word analysis and/or text efficiency (as determined by subtests on FAIR), the student may take two periods of intensive reading or one period of intensive reading along with one period of a content area class, taught by a reading endorsed, reading certified, or NGCAR-trained teacher. Teacher input will determine which path is most appropriate.
3. If a Level 1 or Level 2 student (FCAT 2.0 Reading) is not two or more years below grade level as determined by FAIR, and **does not** have deficiencies in word analysis and/or text efficiency (as determined by subtests on FAIR), then he/she may take one period of intensive reading or a content area class, taught by a reading endorsed, reading certified, or NGCAR-trained teacher. Teacher input will determine which path is most appropriate.

Algebra 1 Remediation

Algebra 1 End-of-Course Assessment Scale Scores for each Achievement Level

Level 1	Level 2	Level 3	Level 4**	Level 5
325-374	375-398	399-424	425-436	437-475

**Scoring at or above achievement Level 4 indicates the student is high achieving and has the potential to meet college-ready standards by the time the student graduates from high school.

NOTE: Algebra remediation applies to 2011-2012, 2012-2013, and 2013-2014 school year Grade 9 Cohorts.

Scoring at or above achievement Level 3 on the Algebra 1 End-of-Course (EOC) Assessment indicates proficiency and awards the student credit in Algebra 1.

If a student does not meet the minimum score of achievement Level 3 or above, the student may move on to the next higher mathematics course but must retake the Algebra 1 EOC Assessment. [[Florida Statute § 1003.4282\(5\)\(b\)](#)]

In accordance with [Florida Statute § 1003.4282\(5\)\(b\)](#) and general requirements for high school graduation, students scoring a Level 1 or Level 2 on the Algebra 1 EOC Assessment, who need to retake the assessment, must receive remediation. The student must enroll in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

SUMMER SCHOOL

In accordance with [School Board Policy 2.37](#), the School District Superintendent may provide for appropriate summer school programs in the annual school budget as the budget allows and shall provide summer programs as required by law.

ELEMENTARY SCHOOL THIRD GRADE SUMMER READING ACADEMY

In accordance with [Florida Statute § 1008.25\(7\)\(a\)\(b\)](#), the purpose of the Third Grade Summer Reading Academy is to provide extended instructional services and support to students who score Level 1 on the Florida Standards Assessment – Reading with a Florida Standards Assessment (FSA) score equivalent to a Level 1 on the FCAT 2.0 (as reported by FLDOE), Students will be provided with extended intensive interventions that will include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

EXTENDED SCHOOL YEAR (ESY) FOR ESE STUDENTS

Extended School Year (ESY) for elementary, middle, and high school services provides specially designed instruction and related services to an ESE student beyond the normal school year of the School District, in accordance with the student's IEP. ESY services must meet State Educational Standards and are always at no cost to the parent(s). [[State Board of Education Rule 6A-6.03028 \(3\)\(g\)\(11\)](#)]

All students 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.

In accordance with [State Board of Education Rule 6A-6.03028\(3\)\(g\)\(11\)](#), 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 a FAPE to the student. The IEP Team will determine the goals and objectives using the current IEP and documentation of progress. The SDPBC may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services.

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.

Refer to *The SDPBC Summer Program Implementation Manual* for more information about Summer School, located at: <http://www.palmbeachschools.org/safety/SummerSchool.asp>

HOME EDUCATION

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 SDPBC students.

Home Education correspondence should be mailed to:

School District of Palm Beach County
Home Education Office
3308 Forest Hill Boulevard, Suite C-141
West Palm Beach, FL 33406-5813

ADULT CREDIT PROGRAM

The Adult Credit Program (ACP) offered through community schools, provides performance-based opportunities for acceleration and remediation or forgiveness to currently enrolled high school students. The ACP 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 must complete all ACP courses prior to graduation.

PROGRESS MONITORING

GENERAL PROGRESS MONITORING PLAN (PMP) PROCESS

A PMP is intended to provide the SDPBC and the school, flexibility in meeting the academic needs of the student. A student who is not meeting the School District or State's requirements for proficiency in reading, writing, mathematics, and science must have one of the following plans to target instruction and identify ways to improve his/her academic achievement:

- a federally-required student plan addressing specific needs, such as an Individual Education Plan (IEP);
- a school-wide system of progress monitoring for all students; or
- an individualized PMP.

The PMP process must begin as soon as students are newly identified as needing remediation. All students PMPs must be in place and implemented, including those who transfer into the School District, within forty-five (45) calendar days of being identified as needing remediation.

In accordance with [Florida Statute § 1008.25\(4\)\(b\)](#), all PMPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s) 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.

It is the responsibility of the teacher and the principal to ensure that the PMP is substantive and that the outlined instructional and support services are provided. The PMP will assist schools and teachers in the implementation of research-based reading activities.

The PMP should clearly identify the following:

- 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.

PROCEDURES FOR IMPLEMENTING THE PROGRESS MONITORING PLAN (PMP)

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. Each student who does not meet the levels of performance, as determined by the District/State in reading, writing, mathematics, and science, and for each grade level or who scores below Level 3 on the FCAT 2.0 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\(4\)\(a\)](#)]

If the student has been identified as having a deficiency in reading, refer to the K-12 Comprehensive Reading Plan, which includes instructional and support services to meet the desired levels of performance.

- 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 or as needing mandatory remediation. Diagnostic assessments may include:
 - a portfolio of student work;
 - teacher assessment;
 - tests/placement tests; and/or
 - diagnostic software results.

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

Additional PMP Requirements for Elementary School Students

Elementary students deficient in reading must be provided with daily Immediate Intensive Intervention (iii) and progress monitoring a minimum of three times per year. [[State Board of Education Rule 6A-6.054\(1\) \(K-12\)](#)] Remediation must occur until expectations are met. [[Florida Statute § 1008.25\(4\) \(c\)](#) and [State Board of Education Rule 6A-6.054\(1\) \(b\)](#)]

The PMP for an elementary student who has been identified as deficient in reading must include the following:

1. a valid and reliable diagnostic assessment to identify the student's specific reading deficiency (i.e., the SDPBC Literacy Assessment System subtests, Reading Running Records, Comprehension Conversation, Writing About Reading, and other optional assessments from the Fountas and Pinnell Benchmark Assessment System);
2. the desired levels of performance in these content areas; and
3. the instructional/support services to be provided to meet the desired levels of performance.

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.

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

Additional PMP Requirements for Secondary School Students

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.

For each year in which a student scores at Level 1 on FCAT 2.0 Reading (or the FSA), the student must be enrolled in and complete, at a minimum, an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.

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\(2\)](#)] & [[State Board of Education Rule 6A-6.054\(2\)](#)]

Middle school students who score a Level 1 or Level 2 on FCAT 2.0 Reading (or the FSA) are required to receive reading intervention, either in the form of an intensive reading course or a content area class with a reading endorsed teacher, depending on the student's FAIR results and teacher input.

Middle school students who score a Level 1 or Level 2 on FCAT 2.0 Reading (or the FSA) and have intervention needs in the areas of decoding and/or text reading efficiency should have extended time for reading intervention. This extended time can include, but is not limited to, students reading on a regular basis before and after school with teacher support; or for students two or more years below grade level, two periods of reading to accelerate foundational skills. [[State Board of Education Rule 6A-6.054\(2\)](#)]

For each year in which a high school student scores at Level 1 or Level 2 on the mathematics and/or science statewide assessments, the student must have a PMP and must have received remediation. [[Florida Statute § 1008.25\(4\)\(a\)\(b\)](#)]

Middle School Data and Criteria for Progress Monitoring (PMP)

Schools can use the following data/criteria for making the PMP decisions:

- data from screenings;
- progress monitoring and diagnostic assessments already in use in the District; and/or
- teacher recommendation.

Schools must identify and document specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT 2.0 Reading (or the FSA). Schools must also serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. This intervention course should include one or more of the above-mentioned interventions.

MIDDLE SCHOOL (6-8) PROGRESS MONITORING

Progress Monitoring in Reading

Schools must progress monitor students scoring at Level 1 and 2 on FCAT 2.0 Reading or the FSA a minimum of three times per year as documented in the PMP. This includes a baseline, midyear, and an end-of-year assessment. End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Progress Monitoring in Mathematics

For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Mathematics (or the FSA), the student must receive remediation the following year, which may be integrated into the student's required mathematics course. [[Florida Statute § 1003.4156\(2\)](#)]

Progress Monitoring in Science

A student whose FCAT 2.0 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.

HIGH SCHOOL (9-12) PROGRESS MONITORING

English, Mathematics, and Science Progress Monitoring

High school students are expected to receive passing grades in the required English, mathematics, and science courses. Those students, who fail to receive passing grades, will be provided interventions and strategies within the 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.

ENGLISH LANGUAGE LEARNERS (ELLs) PROGRESS MONITORING

If a student has an ELL Plan, this Plan may include strategies and the student may not need a PMP. However, if the ELL Plan does not include the required strategies to remediate the student's deficiency, a PMP can be written. An ELL Plan can be amended to include the strategies so that a PMP would not be necessary.

EXCEPTIONAL STUDENT EDUCATION (ESE) PROGRESS MONITORING

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

REPORTING STUDENT PROGRESS

[Florida Statute § 1003.33](#) requires that School District report cards clearly depict and report the following:

- the student's academic performance in each class or course (based upon examinations, as well as written papers and other academic performance criteria), and must include the student's performance or nonperformance at his/her grade level;
- 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\(2\)](#)]

EXCEPTIONAL STUDENTS EDUCATION (ESE) STUDENTS

Parent(s) of students with disabilities enrolled in Exceptional Student Education (ESE) must also be informed of their child's progress toward his/her annual Individual Education Plan (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 of the progress of an ESE student with a disability is reported and included in the student's IEP.

VIRTUAL SCHOOL STUDENTS

The full-time virtual school student's grades are maintained and updated in the Parent and Student Learning Management System. The parent contract requires parent(s) to review and respond regarding student progress through continuous access to the student's academic performance in each class or course, work habits, and time on work (attendance). An end-of-year printout of the student record is placed in the cumulative record file. A traditional style paper report card is not issued for full-time virtual school students.

PARENT WRITTEN NOTIFICATION REQUIREMENTS

As outlined in [Florida Statute § 1008.25\(8\)\(a\)](#), an annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency. All communication (written and verbal) with parents must be in a language they understand unless clearly not feasible. (Refer to <http://www.fldoe.org/aala/lulac.asp>.)

1. Parent(s) must be notified in writing of the District's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the District's promotion requirements.

2. All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.
3. School personnel will notify parent(s) in writing of student progression and/or 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 § 1008.25](#)]
4. For students identified as substantially deficient in reading, writing, mathematics, and/or science, remediation instruction will be provided through the implementation of a student's IEP (e.g., PMP, IEP, ELL Plan, and Section 504 Accommodation Plan) developed in consultation with the parent(s). The student's IEP, with the signature of the parent(s), will serve as written notification as required by [Florida Statute § 1008.25](#).

Additional Elementary School Requirements for Parent Notification

- The parent(s) of a student who is not making adequate progress will be notified in writing³¹ each marking period in the comment section of the student's report card.

Additional Middle School Requirements for Parent Notification

1. The parent(s) of a middle school student who is failing two or more courses or not meeting promotion requirements must be notified in writing³². The notification will provide the parent(s) with information regarding the Middle School Course Recovery (MSCR) Program. The parent is required to return to the sending school the designated portion of the notification. It is advisable that schools contact those parent(s) who have not responded to the notification by telephone. A telephone log of these calls should be kept to ensure that every identified child has been afforded the opportunity to receive course recovery through the MSCR Program.
2. A report card is issued to each middle school student at the end of each nine-week marking period and serves as a written notification of the student's progress. The student's final report card for the school year will indicate end-of-year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior, and attendance and promotion. (Refer to [Florida Statute § 1003.33\(2\)](#).)

Additional High School Requirements for Parent Notification

1. Parent(s) of a student who is in danger of failing a course or not meeting promotion requirements must be notified in writing³² at mid-term or at any time thereafter when a student is in danger of not meeting the course/promotion/graduation requirements.

³¹ All communication (written and verbal) with parents/guardians must be in a language they understand unless clearly not feasible. [<http://www.fldoe.org/aala/lulac.asp>]

2. At the end of each semester, parent(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.
3. 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 as required by [Florida Statutes §§ 1002.20\(14\), 1003.02\(1\), and 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\(2\)](#)]
4. At the end of each semester, notification must be made to the parent(s) of each student who has a cumulative GPA of less than 0.5 above the cumulative GPA required for graduation. This notification shall include an explanation of the policies the School District has put in place to assist the student in meeting the GPA (e.g., homework hot-line, forgiveness rule, summer session, counseling, tutoring, DOP programs, and study skills courses).

FREQUENCY OF GRADE REPORTS

All students in Grades K-5 will receive the *SDPBC Standards Based Elementary School Report Card* at the end of each marking period/trimester, except for ESE students who receive the Exceptional Student Education (ESE) Special Standards Report Card (PBSD 1433).

Middle and high schools in the SDPBC report grades to parents on a nine-week schedule, based on [Student Progress and Grade Report \(PBSD 0638\)](#).

All report card forms are located at: <http://www.palmbeachschools.org/forms/index.asp> and are available in English, Creole, Portuguese, and Spanish.

Students Enrolled in Alternative Education Schools

Pursuant to [Florida Statute § 1008.341\(5\)](#), an alternative school that serves at least 10 students who are tested on the statewide standardized assessments pursuant to [Florida Statute § 1008.22](#) in the current year and previous year, shall distribute an individual student report card to parents which includes the student's learning gains and progress toward meeting high school graduation requirements. The report card must also include the school's industry certification rate, college readiness rate, dropout rate, and graduation rate.

ELEMENTARY SCHOOL (K-5) 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, mathematics and/or science. Teachers may

provide a written progress report for any student experiencing difficulty even though the student had been identified as meeting grade level standards.

All students in Grades K-5 will receive the [Standards Based Mid-Marking Period Elementary Progress Report \(PBSD 2470\)](#). The reports/forms (available in English, Creole and Spanish) can be located at: www.palmbeachschools.org/Forms/Index.asp.

SECONDARY 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 at a minimum, areas of strength, areas requiring improvement, current Grade Point Average (GPA) 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.

THE STANDARDS-BASED ELEMENTARY REPORT CARD (PBSD 2478)

All students in Grades K-5 will receive the alternative marking code that meets the state criteria of reporting a student's academic performance in each class or course. [[Florida Statute § 1003.33](#)]

1. Standard and performance codes are based on the quality of student performance relative to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and Next Generation Sunshine State Standards (NGSSS) in Social Studies and Science
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 assessments); and
 - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking and demonstrations).
5. Indicators of the student's quality of work on assessments are found under *Standard Codes* and *Performance Codes* on the report card.
6. A sufficient number of marks will be recorded to justify the marking-period standard and performance codes. A marking-period Standard or Performance Code is not based solely on a single project.
7. Recorded Standard and/or Performance Codes will not be changed without a review of the reason(s) and approval of the principal. Any Standard and/or Performance Code change requires two signatures on the *School District of Palm Beach County Grade/Course Change Documentation (PBSD 0797)*, which can be found on the District website at: www.palmbeachschools.org/Forms/Index.asp 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, a principal may change a Standard and/or Performance 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](#), 34 C.F.R. § 99.20-.22, and the [Classroom Teachers Association \(CTA\) Collective Bargaining Agreement](#) (Section A-Responsibilities, page 19).

8. Standard and Performance Codes are not required for a student without transfer grades who enters a class within 15 days of the end of a marking period.
9. Homework and behavior are important to a student’s academic progress and are reported to the parent(s) on the report card.
10. Exceptional Student Education (ESE) students must have the opportunity to earn marking codes that are equivalent to the marking codes earned by General Education students. No student may be denied the opportunity to earn above-average Standard and/or Performance codes because of placement in an ESE 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.
11. English Language Learners (ELLs) are expected to be taught at age appropriate levels with full access to grade/content level standards and equal rigor as non-ELLs, using appropriate English for Speakers of Other Languages (ESOL) strategies. Evidence of mastery of standards for ELL students should include accommodations and assessment measures to document their ability to meet the standard, regardless of language proficiency. Students identified as ELLs should not be denied the opportunity to earn above-average marking codes because of their lack of English proficiency.

Standard Codes (PBSD 2478)

The Standard Codes indicate student performance in relation to the standards listed in the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and Next Generation Sunshine State Standards (NGSSS) in Social Studies and Science.

X	Student meeting standards
O	Not assessed this marking period
#	Needs improvement

Performance Codes (PBSD 2478)

On the [Standards Based Elementary Report Card \(PBSD 2478\)](#), the Performance Code will indicate a child’s overall performance on the Standards/Big Ideas taught during that trimester.

(EX) Exemplary	Student demonstrates broad in-depth skill/concept development that meets and most often exceeds grade level standards.
(PR) Proficient	Student demonstrates skill/concept development that meets grade level standards.
(AP) Approaching	Student demonstrates skill/concept development that is beginning to meet grade level standards.
(ND) Needs Development	Student demonstrates skill/concept development that is significantly below grade level standards.

Fine Arts/Physical Education (PBSD 2478)

Students are marked for effort and participation in art, music, and physical education classes. As per [Florida Statute § 1003.455](#), the school shall provide 150 minutes of physical education each week for students in Kindergarten through 5th grade and for students in 6th grade 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. [[School Board Policy 8.025](#)]

The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#).

Reporting Student Conduct and Behavior (PBSD 2478)

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

Reporting Attendance (PBSD 2478)

Attendance and academic performance shall be reported separately on student report cards. Students cannot be exempted from academic performance requirements based on policies or practices designed to encourage student attendance. [[Florida Statute § 1003.33](#) & [School Board Policy 5.09\(5\)a.v.](#)]

K-5 DUAL LANGUAGE PROGRAM

Dual language students in Grades K-5, at select pilot schools, will receive the [Spanish Standards Based Elementary Dual Language Report Card](#) (PBSD 2531). This report card informs parents of a student's performance in relation to the Common Core State Standards (CCSS) in Spanish for reading and writing. The same Standard Codes and Performance Codes are used as on *Standards Based Elementary Report Card* (PBSD 2478).

GENERAL GRADING RULES FOR MIDDLE AND HIGH SCHOOL STUDENTS

1. Grades are based on the quality of student performance relative to expected levels of achievement of the Next Generation Sunshine State Standards (NGSSS), Florida Standards

(FS), as applicable, 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, the following:
 - 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);
 - homework [[School Board Policy 8.16](#)];
 - examinations (paper and pencil tests including: essay, multiple choice and completion, oral tests, and skill tests requiring demonstration; and/or
 - 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” for *Incomplete* and “N” for *No Credit*)³² may **not** be changed after report cards are printed, except for one of the following situations:
 - 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. 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 grade change is a result of the student successfully completing the school’s MSCR Program. Signatures by the MSCR instructor or MSCR Program Coordinator, and the principal are required.

For all cases, **any grade change** requires **two signatures** on the [Grade/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](#), 34

³² The grades “I” and “N” are to be used for report card purposes **only** and do not appear on the final student transcripts. Unless changed, a grade of “I” or “N” will cause the semester average to be computed as an “F” on the student transcript.

C.F.R. § 99.20.22, and the [Classroom Teachers Association \(CTA\) Collective Bargaining Agreement](#) (Section A-Responsibilities-see page 19).

5. 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 should be based on completion of homework assignments. [[School Board Policy 8.16](#)]
6. 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 requirements. [[Florida Statute § 1003.33\(2\)](#)]

EXCEPTIONAL STUDENT EDUCATION (ESE) GRADING RULES

Students enrolled in 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.

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) upon entry to the program and/or at the beginning of each grading period.

ENGLISH LANGUAGE LEARNER (ELL) GRADING RULES

No English Language Learner (ELL) may be denied the opportunity to earn above average grades because of placement in the English for Speakers of Other Languages (ESOL) Program or due to the accommodations prescribed in the student's ELL Plan or the lack of English language proficiency.

DESCRIPTION AND DEFINITION OF HIGH SCHOOL GRADES

The grading system and interpretation of letter grades for all middle and high schools must comply with the grade scale identified in [Florida Statute § 1003.437](#). These grades are used to measure student success in courses Grades 6-12.

A	(90-100)	Outstanding Progress	Indicates thorough mastery of the subject
B	(80-89)	Above Average Progress	Indicates above average mastery of the subject
C	(70-79)	Average Progress	Indicates average mastery of the subject
D	(60-69)	Lowest Acceptable Progress	Indicates below average master of the subject
F	(Below 60)	Failure	Indicates lack of mastery of the subject
I		Incomplete	<p>Indicates a problem that causes the student’s work to be incomplete. For example:</p> <ul style="list-style-type: none"> • 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. • Student’s Dual Enrollment grade is delayed. <p>All effort should be made to allow a student ample opportunity to make up work and/or exams in order to change the grade of “I”.</p>

Grade averages are calculated to two decimal places (with no rounding). When assigning letter grades, an average with 0.50 or higher **must** be rounded up (i.e., 79.50 is a “B”, and 79.49 is a “C”).

NOTE: The letter grades (“N”, “M”, “W”, and “E”) are used 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 “N”: No Credit (Attendance Problem)

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 and has not met course mastery requirements.

- For courses that do not require an End-of-Course (EOC) Assessment, an “N” (no credit) is recorded as the semester exam grade when the student has not been in attendance for at least 90 percent of the semester per course and has not demonstrated mastery, by passing at least one nine-week marking period and the semester exam.
- For courses that require an EOC Assessment, an “N” (no credit) is recorded as the fourth nine-weeks grade when the student has not been in attendance for at least 90 percent of the school year per course and has not demonstrated mastery, by passing the fourth nine-week marking period.
- For the purpose of grade calculation, a grade of “N” will result in a semester grade of “F”.

Grade of “M”: Valid Missing Work

Grades are not required for a student who enters a class within the last three weeks of the second or fourth marking period, but enrollment during this time should not preclude a

student from earning semester grades if appropriate. With the principal's permission, a grade of "M"³³ may be recorded on the report card for a student who has not been enrolled a sufficient number of days to be evaluated. All effort should be made to allow the student to complete a sufficient number of assignments in order to earn a grade for each course in which he/she is enrolled. Prior enrollment in school should be taken into consideration when recording a grade of "M" for the semester. The principal/designee can make an exception and award grades of "M" for a student who enrolls prior to the last 3 weeks of the semester. A grade of "M" should **not** be used for schedule changes.

Grade of "I": Incomplete

An "I" (Incomplete) in any marking period, unless changed, remains on the report card and the final semester average will compute to an "F". All effort should be made to allow the student to complete assignments in order to earn a grade for each course in which he/she is enrolled.

Grade of "P": Pass

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 transcripts grade only, not a report card grade. It results in credit for coursework, but does not affect the GPA.

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".

NOTE: A Dual Enrollment course that results in a grade of "W" will be entered on the student's high school transcript, as required by [Florida Statute § 1007.271\(20\)](#).

Grade of "E": Examination Exemption (High School Only)

Indicates the student is exempt from the semester examination.

REPORTING STUDENT CONDUCT

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

³³ The "M" is for report card purposes **only** and does not appear on the final student transcripts. "M" does not compute as an "F" and does not provide credit.

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.

REPORTING ATTENDANCE

Attendance and academic performance shall be reported separately on student report cards. Students cannot be exempted from academic performance requirements based on policies or practices designed to encourage student attendance. [[Florida Statute § 1003.33](#)]

CALCULATION OF FINAL GRADES IN MIDDLE SCHOOL

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:

4.0.....	A
3.0.....	B
2.0.....	C
1.0.....	D
0.....	for any other grade

When a student has attained a final average of 4.0, 3.0, 2.0, or 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 (4th) marking period and has received an “F” for a previous marking period.

Students enrolled in a high school credit course may meet the promotion requirement for that course by earning one of the following:

- first and second semester grades of at least “D”;
- a proficient score on the statewide EOC Assessment, if applicable; or
- an average of one quality point when adding the grades for each quarter present and dividing the total by the number of quarters present. (The student cannot have an “F” in the fourth quarter and also have an “F” in any other quarter).

School wide quarterly assessments of the standards are optional for all middle school courses. Students who are absent more than 10 percent of class time may earn a passing grade by demonstrating mastery. Quarterly assessments may also be used to determine mastery of the content.

Mastery is defined as follows:

- earning a passing grade for the marking period; and
- passing the marking period assessment.

Semester assessments are not required in middle schools except for high school credit courses.

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

High school course grades are reported on student transcripts as semester grades with the exception of courses with EOC Assessments. Each marking period grade counts 40 percent of the semester grade. Semester examinations at the high school level count 20 percent 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 SDPBC computer. Each nine-week grade value is multiplied by two and added to the semester examination grade value; and the total is divided by five.

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\(2\)](#)]

Grading Procedures for Courses with an End-of-Course (EOC) Assessment

A student’s performance on the statewide EOC Assessment constitutes 30 percent of the student’s final course grade. All high school courses with statewide EOC Assessments will be recorded as yearlong courses.

Honors Level Points

1. 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 and awarded according to the Florida Course Code Directory or as determined by the SDPBC.
2. Regular-level courses use the standard scale.
3. Honors-level and gifted-level courses are weighted at 1.125 times the standard scale.

4. Advanced Placement (AP) courses or Advanced International Certification of Education (AICE) courses are weighted at 1.50 times the standard scale. In order to obtain the 1.50 weighting, a student must take the standardized AP or AICE examination in May; including students taking AP courses through Florida Virtual. Students who do not take the AP or AICE examination will not receive AP/AICE weighting for the course(s). The course code will remain the same; however, the weighting will be changed to honors level 1.125.
5. International Baccalaureate (IB) courses are weighted at 1.50 times the standard scale with the following exceptions: Trigonometry IB (course code 1211800) and Analytic Geometry IB (course code 1206800) are weighted at 1.125 times the standard scale.

All Dual Enrollment classes must be weighted the same as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certification of Education (AICE) courses (1.50 times the standard scale). [[Florida Statute § 1007.271\(16\)](#)]

Senior Exemptions from Semester Examinations

A graduating senior who has received passing grades in each of the third and fourth nine-weeks and who has been in attendance for at least 90 percent of the semesters, may, at his/her option, be exempt from the final examination. However, seniors are **not** exempt from any EOC Assessments. 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.

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

High School Courses Taken in Middle School

In accordance with [Florida Statute § 1003.4282\(6\)](#), the Forgiveness Rule applies to a middle school student who has earned either a grade of "C", "D", or "F" in a high school credit course taken during middle school.

1. Middle School students may replace a grade of "C", "D", or "F" ("C"s or "D"s 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.
2. A grade is forgiven if a student receives a grade of "C" or higher.
3. 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 Rule shall be included in the calculation of the cumulative grade point average required for graduation.

4. Students earning a grade of “D” on the repeat effort 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.
5. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors level. An honors level course may be used to forgive the same course at the AP/IB/AICE level. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
6. A non-specific course requirement may be forgiven by another course within the same subject area. For example, Environmental Science may be forgiven by Ecology.
7. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. An elective course may be forgiven by another course taken subsequently. When using a different course to forgive an elective, that *course* does not have to be taken during the same semester. For example, a second semester “F” in high school World Languages may be forgiven by a subsequent first semester “C” in high school art.

High School Courses

1. In accordance with [Florida Statute § 1003.4282\(6\)](#), the following section addresses when courses can be forgiven: Students may repeat a course taken in Grades 9-12 for forgiveness if a grade of “F” or “D” (“D” on a space-available basis) is earned in a course.
2. A course may be forgiven only if a student receives a grade of “C” or higher on a subsequent attempt. However, a subsequent transfer grade of “P” (passing) may be used to forgive a “D” or “F” earned previously in the same course.
3. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors level. An honors level course may be used to forgive the same course at the AP/IB/AICE level. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
4. A required course may be forgiven by a Dual Enrollment course of the same subject area and topic. This is considered a comparable course.
5. A non-specific course requirement may be forgiven by another course within the same subject area. For example, Physics may be forgiven by Ecology.
6. An elective course may be forgiven by another course taken subsequently. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. When using a different course to forgive an elective, that *course* does **not** have to be taken during the same semester. Examples:
 - A second semester “F” in World Languages may be forgiven by a subsequent first semester “C” in Art.

- An “F” in law studies (semester long course) taken first semester may be forgiven by a “C” in weight training (semester long course) taken second semester.
 - An “F” second semester in intensive reading (a yearlong course) may be forgiven by a “C” in law studies (a semester course) taken either semester.
8. Students earning a grade of “D” on the repeat effort 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.
 9. 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 (GPA) required for graduation.
 10. 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.
 11. Students have up to a year to take a missing EOC Assessment for grade forgiveness.

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

- retaking a semester of the course;
- retaking the entire course;
- retaking the EOC Assessment for that course; or
- retaking both the course and the EOC Assessment to improve the student’s final course grade.

If retaking the course, including the EOC Assessment as 30 percent, or retaking the EOC Assessment results in a final course average of “C” or above, then this grade will replace the “D” or “F”. If it does not result in a “C” or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student’s GPA. “In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s GPA. Any course not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.” [[Florida State Statute § 1003.4282\(6\)](#)]

Special Diploma Students

The forgiveness rules (mentioned above) apply when the Individual Education Plan (IEP) Team deems the Exceptional Student Education (ESE)-eligible student has been inappropriately placed in a Diploma Program class and will be placed in a course of study leading to a Special Diploma.

ASSESSMENTS

ELEMENTARY, MIDDLE, AND HIGH SCHOOL ASSESSMENT PROGRAM

Each student's progression from one grade to another is determined, in part, upon proficiency in English Language Arts (ELA), writing, mathematics, social studies and/or science. Information in the Student Progression Plan facilitates recognizing such proficiency. In accordance with [Florida Statute § 1008.25\(1\)](#), each student and his/her parent will be informed of the student's progress.

Florida Standards Assessments (FSA)/Florida Comprehensive Assessment Test (FCAT) 2.0

In accordance with [Florida Statute § 1008.22\(3\)&\(6\)](#) and [State Board of Education Rule 6A-1.09422](#), all eligible students in 3rd grade and above must participate in all regular District and statewide assessments for accountability purposes, except as prescribed by the Commissioner of Education. The Florida Standards Assessment (FSA) is the current statewide assessment designed to measure student achievement of the Florida Standards in ELA (Grades 3-11), Writing (Grades 4-11), and Mathematics (Grades 3-8). The FCAT 2.0 is a statewide assessment that measures student achievement of the Next Generation Sunshine State Standards (NGSSS) in Science (Grades 5 and 8).

End-of-Course (EOC) Assessments

The Florida Next Generation Sunshine State Standards (NGSSS) EOC Assessments and the Florida Standards (FS) EOC Assessments are designed to measure student achievement of the NGSSS and the FS for specific courses that include Algebra 1, Geometry, Algebra 2, Biology 1, Civics, and U.S. History, as outlined in the course descriptions. Any students enrolled in any of the courses that require an EOC Assessment shall participate in the EOC Assessment administration that is specific to that course.

The Florida Alternate Assessment (FAA) for Students with Significant Cognitive Disabilities

The FAA provides options to those students for whom participation in the FCAT 2.0 or FSA is not appropriate, even with accommodations, as identified in the student's Individualized Education Plan (IEP). It is expected that only students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Act (IDEA) will participate in the FAA.

Statewide Assessment Program Schedule

For more information on statewide assessments refer to the *Florida Statewide Assessment Program 2014-2015 Schedule* located at: <http://www.fldoe.org/asp/schedule.asp>.

Florida - Comprehensive English Language Learning Assessment (CELLA)

Florida uses the Comprehensive English Language Learning Assessment (CELLA) as a tool to measure the progress of English Language Learners (ELLs) proficiency in English; thus, ensuring the skills needed in school to achieve at high levels, academically.

Postsecondary Education Readiness Test (P.E.R.T.)

P.E.R.T. is Florida's customized common placement test. The purpose of the P.E.R.T. is to determine accurate course placement based on the student's skills and abilities. The P.E.R.T. is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The P.E.R.T. assessment system includes placement and diagnostic tests in mathematics, reading and writing.

NOTE: Each student who does not meet specific levels of performance in ELA, writing, mathematics, social studies, and science for each grade level, as determined by the School District and 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\(4\)\(a\)](#)]

National and International Education Comparisons

Pursuant to [Florida Statute § 1008.22 \(2\)](#), Florida school districts shall participate in the administration of the National Assessment of Educational Progress, or similar national or international assessments, both for the national sample and for any state-by-state comparison programs that may be initiated, as directed by the Commissioner. The administration of such assessments shall be in addition to, and separate from, the administration of the statewide, assessments.

ADDITIONAL ELEMENTARY SCHOOL (K-6) ASSESSMENTS

Kindergarten Assessments

- The Florida Kindergarten Readiness Screen (FLKRS)
- SDPBC Literacy Assessment System: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Records, Retelling/Comprehension Conversation and Writing About Reading
- Florida Assessment Instruction in Reading- Florida Standards (FAIR-FS) – as required for only select schools
- District-adopted mathematics program assessments
- District-adopted science and social studies program assessments
- District-developed literacy assessments
- District-adopted writing program assessments
- School and teacher developed assessments

Grade 1 Assessments

- The SDPBC Literacy Assessment System: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and

Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Records, Retelling/Comprehension Conversation and Writing About Reading

- Florida Assessment Instruction in Reading (FAIR) – as required for only select schools
- Palm Beach Performance Assessment
- District-adopted mathematics program assessments
- District-adopted science and social studies program assessments
- District-developed literacy assessments
- District-adopted writing program assessments
- School and teacher developed assessments

Grade 2 Assessments

- The SDPBC Literacy Assessment System: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Records, Retelling/Comprehension Conversation and Writing About Reading
- Florida Assessment Instruction in Reading (FAIR) – as required for only select schools
- Palm Beach Performance Assessment
- District-adopted mathematics program assessments
- District-adopted science and social studies program assessments
- District-developed diagnostic assessments
- District-adopted writing program assessment
- School and teacher developed assessments

Grade 3 Assessments

- The SDPBC Literacy Assessment System: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Records, Retelling/Comprehension Conversation, and Writing About Reading
- Florida Assessment Instruction in Reading (FAIR) – as required for only select schools
- Palm Beach Performance Assessment
- District-adopted mathematics program assessments
- District-adopted science and social studies program assessments
- District-developed diagnostic assessments

- District-adopted writing program assessments
- School and teacher developed assessments

Grade 4 Assessments

- The SDPBC Literacy Assessment System: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Records, Retelling/Comprehension Conversation, and Writing About Reading
- Florida Assessment Instruction in Reading (FAIR) – as required for only select schools
- Palm Beach Writes (narrative and expository prompts)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- District-developed diagnostic assessments
- District-adopted writing program assessments
- School and teacher developed assessments

Grade 5 Assessments

- The SDPBC Literacy Assessment System: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Records, Retelling/Comprehension Conversation, and Writing About Reading (optional additional assessment)
- Florida Assessment Instruction in Reading (FAIR) – as required for only select schools
- Palm Beach Performance Assessment
- District-adopted mathematics program assessments
- District-adopted science and social studies program assessments
- District-developed diagnostic assessments
- District-adopted writing program assessments
- School and teacher developed assessments

Grade 6 through Grade 11 Assessments

- Florida Assessment Instruction in Reading (FAIR) – as required for only select schools
- Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

- Advanced Placement (AP) Exams
- Palm Beach Writes (narrative and expository prompts)
- District-adopted mathematics program assessments
- District-adopted science and social studies program assessments
- District-developed diagnostic assessments
- District-adopted writing program assessments
- School and teacher-developed assessments

STATEWIDE STANDARDIZED ASSESSMENTS

Pursuant to [Florida Statute § 1008.22\(3\)](#) and [State Board of Education Rule 6A-1.09422\(2\)&\(3\)](#), all eligible students in Grades 3 and above **must** participate in all State and District assessments for accountability purposes, except as prescribed by the Commissioner of Education or waived. The table below provides an overview of the Florida Standards Assessment (FSA), the Florida Comprehensive Assessment Test (FCAT) 2.0, and the End-of-Course (EOC) Assessments and the grade levels in which they are administered.

2014-2015 Statewide Assessments

Assessment	Grades Assessed									
	3	4	5	6	7	8	9	10	11	12
Florida Standards Assessment in ELA	X	X	X	X	X	X	X	X	X	
Florida Standards Assessment in Mathematics	X	X	X	X	X	X				
FCAT 2.0 Science			X			X				
Florida Standards Assessment in ELA Writing		X	X	X	X	X	X	X	X	
Algebra 1 FSA EOC Assessment	Administered to students who complete specific course work									
Geometry FSA EOC Assessment										
Algebra 2 FSA EOC Assessment										
Biology 1 NGSSS EOC Assessment										
U.S. History NGSSS EOC Assessment										
Civics NGSSS EOC Assessment										

KEY: FSA = Florida Standards Assessment; NGSSS = Next Generation Sunshine State Standards; FCAT 2.0 = Florida Comprehensive Assessment Test 2.0; EOC = End-of-Course; ELA = English Language Arts

STATUTORY ASSESSMENT REQUIREMENT FOR THIRD-GRADE READING

According to [Florida State Statute § 1008.25\(5\)](#), Grade 3 students who score at Level 1 in reading on the FCAT 2.0 or an equivalent score on the FSA in English Language Arts (Reading) must be retained (not promoted to grade 4). However, children who demonstrate the required reading level through a state-approved alternative standardized reading test or through a student portfolio can be granted a “good cause exemption” and be promoted to 4th Grade.

NOTE: Some students with disabilities, some English Language Learners (ELLs), and some students who have already been retained twice can receive a “good cause exemption” and be promoted even though they are not reading at the required level. If your child is not eligible for the good cause exemption, you will be notified as to why your child is not eligible. Please refer to page four of this document for additional information. (See [Promotion and Retention](#) section for additional information.)

REQUIRED ASSESSMENTS FOR GRADUATION DESIGNATIONS

Florida law requires that students meet all academic requirements, which include earning a proficient score on the required statewide assessments in order to earn a Standard High School Diploma from a public school. Students who meet the academic course requirements but do not earn a proficient score on the required assessments will receive a Certificate of Completion, which is not equivalent to a Standard High School Diploma. Proficient scores for the statewide assessments are determined by the State Board of Education.

The assessments that students must earn proficient scores, in order to graduate with a Standard High School Diploma are determined by their year of enrollment in Grade 9. The table below lists the required assessments (FCAT 2.0 Reading/FSA and the Algebra 1 EOC Assessment) for each Grade 9 cohort. (See [Graduation Requirements](#) section for additional information.)

Assessment Requirements by School Year

School Year When Assessment Requirements Began for Students Entering Grade 9	Assessments(s) that Students Must Earn a Proficient in Order to Graduate
2010-2011	Grade 10 FCAT 2.0 Reading
2011-2012 to Present	Grade 10 FCAT 2.0 Reading Algebra 1 EOC Assessment
2013 to Present	Grade 10 FSA ELA Algebra 1 EOC Assessment

NOTE: As of 2009, the High School Competency Test (HSCT), which was the previous graduation testing requirement, was discontinued. Students, who earned a Certificate of Completion because they did not pass the HSCT prior to and during the 2001-2002 school year, are now required to pass the Florida Comprehensive Assessment Test (FCAT) 2.0 or meet the required SAT/ACT concordant scores in order to meet the Standard Diploma graduation testing requirement. [[State Board of Education Rule 6A-1.09421](#)]

DISTRICT/STATE ASSESSMENTS ACCOMMODATIONS/EXEMPTIONS

The following section specifies the accommodation requirements for special program students (i.e., ELLs and Students with Disabilities) when taking District/State assessments.

Accommodations for English Language Learners (ELLs)

In accordance with [School District Palm Beach County Plan for Services to English Language Learner \(ELL\)](#), ELLs must take all required State and District assessments unless they have an IEP, which indicates otherwise. However, active ELLs (coded as LY) are eligible to receive accommodations during testing. Permissible accommodations may include:

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

The School District of Palm Beach ELL Plan is located at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>.

In accordance with [State Board of Education Rule 6A-6.09091](#), 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 for ELL students in instructional settings. When a student qualifies for both ESOL and ESE programs, all accommodations listed on the IEP, as well as the ELL Plan must be offered. Parent(s) are notified in writing³⁴ of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

Assessments for Students with Disabilities

The following section complies with [State Board of Education Rules 6A-1.0943](#) and [6A-1.09422\(12\)](#).

Absent an exemption, as stated earlier in this plan, all students with disabilities, as defined by [Florida Statute § 1003.01\(3\)\(a\)](#) or [State Board of Education Rule 6A-19.001\(6\)](#), will participate in the statewide assessment program based on student performance standards, pursuant to [State Board of Education Rule 6A-1.09401](#) without accommodations unless:

- the Individual Educational Plan (IEP) Team, or the Team that develops the Plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide assessment; or
- the IEP Team determines that a student with a significant cognitive disability meets the criteria for participating in the statewide alternate assessment.

³⁴ Written notification must be provided in a language the parent(s) understand, unless clearly not feasible.

Assessment Accommodations for Students with Disabilities (SWD)

The following section complies with [Florida Statute § 1003.01\(3\)\(a\)](#) and [State Board of Education Rule 6A-1.0943](#) as well as [School Board Policy 5.725; Exceptional Student Education Policies and Procedures \(SP&P\)](#).

Accommodations are defined as:

- adjustments to the presentation of the statewide assessment questions;
- methods of recording examinee responses to the questions;
- scheduling for the administration of a statewide assessment to include amount of time for administration;
- settings for administration of a statewide assessment; and/or
- the use of assistive technology/devices.

Accommodations that negate the validity of a statewide assessment are not allowable. Within the limits specified in this rule, allowable statewide assessment accommodations are based on current instructional accommodations and accessible instructional materials used by the student in the classroom.

Unique accommodations for use on a statewide assessment not outlined in the Statewide Assessment Test Administration Manuals must be submitted to the Department of Education for approval by the Commissioner of Education. [[State Board of Education Rule 6A-1.0943\(3\)](#)]

District personnel are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item. [[State Board of Education Rule 6A-1.0943\(3\)\(d\)](#)]

Participation of SWD in the Statewide Assessments

In accordance with [State Board of Education Rule 6A-1.0943\(4\)](#), the decision that a student with a significant cognitive disability will participate in the Statewide Alternate Assessment is made by the IEP Team and recorded on the IEP. The following criteria must be met:

- the student is unable to master the grade level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;
- the student is participating in a curriculum based on the state standards access points, for all academic areas; and
- the student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.

Additionally, in accordance with [Florida Statute § 1003.5715](#), the SDPBC may not proceed with administering to the student an alternate assessment without parental consent unless the SDPBC documents reasonable efforts to obtain the parent's consent and the child's parent has failed to respond or the SDPBC obtains approval through a due process hearing.

In accordance with [Florida Statute § 1008.212](#) (*Students with Disabilities; Extraordinary Exemption*), a student with a disability may be eligible for an exemption from participation in the statewide assessment.

1. Definitions:

- a. "Circumstance" means a situation in which accommodations allowable for use on the statewide standardized assessment, a statewide End-of-Course (EOC) Assessment, or an alternate assessment pursuant to [Florida Statute § 1008.22\(3\)\(c\)](#) are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program which lead to results that reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide assessment, a statewide EOC Assessment, or an alternate assessment.
 - b. "Condition" means impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide assessment, an EOC Assessment, or an alternate assessment would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide assessment, a statewide EOC Assessment, or an alternate assessment.
2. A student with a disability for whom the Individual Education Plan (IEP) Team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide assessment, a statewide EOC Assessment, or an alternate assessment pursuant to [Florida Statute § 1008.22\(3\)\(c\)](#) shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the Homebound or Hospitalized Program in accordance with [State Board of Education Rule 6A-6.03020](#), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.
3. The IEP Team, which must include the parent, may submit to the School District Superintendent a written request for an extraordinary exemption at any time during the school year, but not later than 60 days before the current year's assessment administration for which the request is made. A request must include all of the following:
- a. a written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills;
 - b. written documentation of the most recent evaluation data;

- c. written documentation, if available, of the most recent administration of the statewide standardized assessment, an EOC Assessment, or an alternate assessment;
 - d. a written description of the condition's effect on the student's participation in the statewide standardized assessment, an EOC Assessment, or an alternate assessment;
 - e. written evidence that the student has had the opportunity to learn the skills being tested;
 - f. written evidence that the student has been provided appropriate instructional accommodations;
 - g. written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP, which are allowable in the administration of the statewide assessment, an EOC Assessment, or an alternate assessment in prior assessments; and
 - h. written evidence of the circumstance or condition as defined in section 1.
4. Based upon the documentation provided by the IEP Team, the School District Superintendent shall recommend to the Commissioner of Education whether an extraordinary exemption for a given assessment administration window should be granted or denied. A copy of the School District's procedural safeguards as required in [State Board of Education Rule 6A-6.03311](#) shall be provided to the parent. If the parent disagrees with the IEP Team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the Commissioner shall verify the information documented, make a determination, and notify the parent(s) and the School District Superintendent in writing within 30 days after the receipt of the request whether the exemption has been granted or denied. If the Commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP. If the Commissioner denies the exemption, the notification must state the reasons for the denial.
 5. The parent of a student with a disability who disagrees with the Commissioner's denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the Department of Education shall inform the parent of any free or low-cost legal services and other relevant services available in the area. The Department of Education shall arrange a hearing with the Division of Administrative Hearings, which must be commenced within 20 school days after the parent's request for the expedited hearing. The administrative law judges at the division shall make a determination within 10 school days after the expedited hearing. The standard of review for the expedited hearing is de novo, and the department has the burden of proof.

A child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment (FAA), pursuant to the provisions of this subsection. A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459 is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem

disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment. If the commissioner is provided written documentation of parental consent; School District Superintendent approval; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation; and all medical documentation, then the commissioner may exempt the child from all statewide, standardized assessments, including the FAA. [[Florida Statute § 1008.22\(9\)](#)]

APPENDIX A

STUDENTS ENTERING GRADE 9 IN THE 2011-2012 SCHOOL YEAR

What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-Credit Standard Diploma
- 18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements*?

Students must earn proficient scores on the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I End-of-Course (EOC) if Algebra I is taken after 2010–2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC Assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012)

What is the Credit Acceleration Program (CAP)?

This program allows a student to earn high school credit if the student earns a proficient score on a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



What are the requirements for the 24-Credit Standard Diploma option?

4 Credits English Language Arts (ELA)
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History 0.5 credit in U.S. Government 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale. *20 Community Service Hours Required

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

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

All other graduation requirements for a 24-Credit Standard Diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]

*Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC Assessment constitute 30 percent of a student's final course grade

What are the requirements for Standard Diploma Designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-Credit Standard High School Diploma requirements, a student must</p> <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra II; ▪ Earn 1 credit in Statistics or an equally rigorous mathematics course; ▪ Earn proficient score on the Biology I EOC; ▪ Earn 1 credit in Chemistry or Physics; ▪ Earn 1 credit in a course equally rigorous to Chemistry or Physics; ▪ Earn proficient score on the U.S. History EOC; ▪ Earn 2 credits in the same World Language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> ▪ Takes the respective AP, IB or AICE Assessment; and ▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none"> ▪ Meet the Standard High School Diploma requirements ▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a Standard Diploma may graduate in fewer than eight semesters.

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

SUS (State University System)
<p>Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> ▪ High school graduation with a Standard Diploma ▪ Admission test scores ▪ 16 credits of college preparatory academic courses ▪ 4 English (3 with substantial writing) ▪ 4 Mathematics (Algebra I level and above) ▪ 3 Natural Science (2 with substantial lab) ▪ 3 Social Science ▪ 2 World Language (sequential, in the same language) ▪ 2 approved electives <p>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor’s degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a Standard High School Diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/fcs</p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>

APPENDIX B

STUDENTS ENTERING GRADE 9 IN THE 2012-2013 SCHOOL YEAR

What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-Credit Standard Diploma
- 18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements*?

Students must earn proficient scores on the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010–2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC Assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC Assessment constitutes 30 percent of the final course grade

What is the Credit Acceleration Program (CAP)?

This program allows a student to earn high school credit if the student earns a proficient score on a statewide course assessment without enrollment in the course.

The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



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What are the requirements for the 24-Credit Standard Diploma?

4 Credits English Language Arts (ELA)
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale. *20 Community Service Hours Required

*Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC Assessment constitute 30 percent of a student's final course grade

What are the requirements for Standard Diploma Designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit Standard High School Diploma requirements, a student must</p> <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra II; ▪ Earn 1 credit in Statistics or an equally rigorous mathematics course; ▪ Earn proficient score on the Biology I EOC; ▪ Earn 1 credit in Chemistry or Physics; ▪ Earn 1 credit in a course equally rigorous to Chemistry or Physics; ▪ Earn proficient score on the U.S. History EOC; ▪ Earn 2 credits in the same World Language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> ▪ Takes the respective AP, IB or AICE Assessment; and ▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none"> ▪ Meet the Standard High School Diploma requirements ▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Can a student who selects the 24-Credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a Standard Diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-Credit ACCEL option and the 24-Credit option?

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

All other graduation requirements for a 24-Credit Standard Diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

SUS (State University System)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> ▪ High school graduation with a Standard Diploma ▪ Admission test scores ▪ 16 credits of college preparatory academic courses ▪ 4 English (3 with substantial writing) ▪ 4 Mathematics (Algebra I level and above) ▪ 3 Natural Science (2 with substantial lab) ▪ 3 Social Science ▪ 2 World Language (sequential, in the same language) ▪ 2 approved electives <p>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a Standard High School Diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/fcs</p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>

APPENDIX C**STUDENTS ENTERING GRADE 9 IN THE 2013-2014 SCHOOL YEAR****What Students and Parents Need to Know****What are the diploma options?**

Students must successfully complete one of the following diploma options:

- 24-Credit Standard Diploma
- 18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must earn proficient scores on the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I End-of-Course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC Assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student earns a proficient score on a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



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What are the requirements for the 24-Credit Standard Diploma option?**4 Credits English Language Arts (ELA)**

- ELA I, II III, IV
- ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement

4 Credits Mathematics

- One of which must be Algebra I and one of which must be Geometry
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

- One of which must be Biology I, two of which must be equally rigorous science courses.
- Two of the three required credits must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics with Financial Literacy

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts***1 Credit Physical Education***

To include the integration of health

*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>.

8 Elective Credits**1 Online Course**

Students must earn a 2.0 grade point average on a 4.0 scale.

*20 Community Service Hours Required

What are the requirements for Standard Diploma Designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit Standard High School Diploma requirements, a student must</p> <ul style="list-style-type: none"> Earn 1 credit in Algebra II; Earn 1 credit in Statistics or an equally rigorous mathematics course; Earn proficient score on the Biology I EOC; Earn 1 credit in Chemistry or Physics; Earn 1 credit in a course equally rigorous to Chemistry or Physics; Earn proficient score on the U.S. History EOC; Earn 2 credits in the same World Language; and Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> Takes the respective AP, IB or AICE Assessment; and Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none"> Meet the Standard High School Diploma requirements Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a Standard Diploma may graduate in fewer than eight semesters.

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

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

All other graduation requirements for a 24-Credit Standard Diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> High school graduation with a Standard Diploma Admission test scores 16 credits of college preparatory academic courses 4 English (3 with substantial writing) 4 Mathematics (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 World Language (sequential, in the same language) 2 approved electives <p>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a Standard High School Diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/fcs</p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>

APPENDIX D**STUDENTS ENTERING GRADE 9 IN THE 2014-2015 SCHOOL YEAR****What Students and Parents Need to Know****What are the diploma options?**

Students must successfully complete one of the following diploma options:

- 24-Credit Standard Diploma
- 18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must earn proficient scores on the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC Assessments and the results constitute 30 percent of the final course grade.

These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student earns a proficient score on a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



Photo courtesy Chad Baker/Ryan McVay/Thinkstock

What are the requirements for the 24-Credit Standard Diploma option?**4 Credits English Language Arts (ELA)**

- ELA I, II III, IV
- ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement

4 Credits Mathematics

- One of which must be Algebra I and one of which must be Geometry
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

- One of which must be Biology I, two of which must be equally rigorous science courses.
- Two of the three required credits must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History
1 credit in U.S. History
0.5 credit in U.S. Government
0.5 credit in Economics with Financial Literacy

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts***1 Credit Physical Education***

To include the integration of health

*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>.

8 Elective Credits**1 Online Course**

Students must earn a 2.0 grade point average on a 4.0 scale.

*20 Community Service Hours Required

What are the requirements for Standard Diploma Designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit Standard High School Diploma requirements, a student must</p> <ul style="list-style-type: none"> ▪ Earn proficient score on the ELA Grade 11 statewide assessment; ▪ Earn 1 credit in Algebra II (must Earn proficient score on the EOC); ▪ Earn proficient score on the Geometry EOC; ▪ Earn 1 credit in Statistics or an equally rigorous mathematics course; ▪ Earn proficient score on the Biology I EOC; ▪ Earn 1 credit in Chemistry or Physics; ▪ Earn 1 credit in a course equally rigorous to Chemistry or Physics; ▪ Earn proficient score on the U.S. History EOC; ▪ Earn 2 credits in the same World Language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> ▪ Takes the respective AP, IB or AICE Assessment; and ▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none"> ▪ Meet the Standard High School Diploma requirements ▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a Standard Diploma may graduate in fewer than eight semesters.

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

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

All other graduation requirements for a 24-Credit Standard Diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

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The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a Standard High School Diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/fcs</p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>

Adult

Student Progression Plan

Entry, Promotion, and Retention

~~2013-2014~~ 2014-2015



E. Wayne Gent, Superintendent

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OVERVIEW

The purpose of the Student Progression Plan is to inform school personnel, parents, students and other interested citizens regarding the comprehensive plan for student progression from one grade to another and towards graduation. Promotion between grade levels is based upon evaluation of each student's performance and achievement required by school board policies, 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\(1\)\(2\)](#)].

The Adult High School (AHS) program enables an adult no longer enrolled in public education to complete the required courses and state assessments to earn a standard high school diploma. Course requirements are in accordance with standards established by the state. A program of instruction for both traditional and co-enrolled AHS students shall be based on the State of Florida adult education frameworks ~~and the Florida Standards, the Next Generation Sunshine State Standards and the Common Core State Standards (as applicable)~~. Instructional methodologies may include, but are not limited to, traditional lecture instruction, competency and performance-based adult ~~education, distance~~[online education online](#) learning and computer-assisted instruction.

Adult General Education programs are authorized by Florida Statutes §§[1004.01](#) and [1004.93](#). The State of Florida AHS course curriculum frameworks, as established by Florida Statute §[1004.92](#) provide a minimum set of standards to be used by all facilitators delivering AHS education. AHS education includes both adult high school diploma programs and co-enrollment courses of study. Students in the AHS program must meet all state and local requirements for graduation unless otherwise noted in FDOE Technical Assistance Guide for Adult High Schools ~~2013-2014~~[2014](#) at: <http://www.fldoe.org/workforce/AdultEd/pdf/2013TAPAHS.pdf>.

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ADULT HIGH SCHOOL AND CO-ENROLLED **CREDIT PROGRAMS**

The Adult High School Credit Program (AHS) and the Co-Enrolled ~~Credit~~ Program (~~Credit Lab~~) are designed to provide students with an opportunity to earn a standard high school diploma or an Adult High School Diploma. According to Florida Statute § 1004.02(4), "Adult secondary education" means courses through which a person receives a high school credit that leads to the award of a high school diploma or courses of instruction through which a student prepares to take the high school equivalency examination. The purpose of this program is to provide students, currently enrolled in a 9-12 secondary school and lacking credits necessary to obtain a high school diploma with their cohort class, with the opportunity to obtain those credits through the Adult General Education High School program on a limited basis (Florida State Department of Education Curriculum Framework for Adult High School for Co-Enrolled Students.)

~~Florida Statute § 1004.02(4) defines an Adult High School Credit 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 at least 16 years old or older and has legally withdrawn from secondary school [Florida Statute § 1004.02(6)1004.02(5)] 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 required for high school graduation (State Board of Education Rule 6A-6.011). Except as stated within this Plan, students enrolling in the AHS or Credit Lab programs, to graduate with a high school diploma must meet the District’s graduation requirements including FCAT, the State assessed test. [Florida Statutes §§ 1004.02 (4) & (6) and 1004.93] School Board Policy 8.09, the Florida Statutes as stated within this Plan, and State Board of Education Rules 6A-6.010, 6A-6.011, 6A-6.014, 6A-6.0571 and 6A-6.020 govern the administration of Adult High School/Co-Enrolled Credit Recovery Program.~~

[According to](#)

Determination of Appropriate Course Enrollment

Students who wish to enroll in the school district’s Adult High School Credit Program ~~or in the Credit Lab Program~~ must first submit an official copy of their high school transcript to a certified guidance counselor. A certified counselor can be reached at the Adult Education Center, 2161 N. Military Trail, West Palm Beach, FL 33409 (561-616-7800) for a transcript review and determination of required courses for graduation. The student will then be provided with a list of courses that satisfies their graduation requirements. For a complete listing of courses available, see the Entrance Procedures for Co-Enrolled section below.

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. ~~According to the Frameworks, Adult High School Co-Enrolled instruction is graded and characterized by individualized, self-paced instructional modules, classroom instruction and performance based evaluation. Placement into the program is based on an individual’s need for credit recovery. A variety of resources including computers, tape recorders, cassette players, videos, CD-ROMS, and interactive videos may be used in AHS Co-Enrolled courses. Modifications to equipment and curriculum or special accommodations may be required based on student needs. Students are limited to two courses per year and they may only be core curricula courses required for graduation. (Florida State Department of Education Curriculum Framework for Adult High School for Co-Enrolled Students.) 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, except as stated elsewhere in law. [Florida Statute §1004.02 (4)]~~ Course requirements are in compliance with State Board of Education Rule [6A-1.09412](#).

The Florida Department of Education Curriculum Framework for Adult High School can be found at: <https://www.fldoe.org/workforce/dwdframe/pdf/2014-AHS.pdf>. The Florida Department of Education Curriculum Framework for Co-Enrolled can be found at: <https://www.fldoe.org/workforce/dwdframe/pdf/2014-AHS-Co-Enrolled.pdf>

Graduation Requirements

The AHS program provides courses of study leading to completion of credits and passing state-mandated assessments necessary to qualify for a standard high school diploma. Except as provided elsewhere in law, the graduation requirements for adults shall be the same as those for secondary students.

~~The exemptions include the following (Florida Statute, § 1003.4282 (7) (b)): 1003.43 (6) which included exemptions for students enrolled in program number 9900010, was repealed by the 2013 Florida legislature. However, it should be noted that the exemptions were still in statute up to 2013-2014 school year when determining graduation requirements.~~ FLDOE Technical Assistance Guide for Adult High Schools 2014 (page 4) at: <http://www.fldoe.org/workforce/AdultEd/pdf/2013TAPAHS.pdf>

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~~The exemptions included the following:~~

- The one credit in physical education required for graduation is not required for graduation and shall be substituted with elective credit keeping the total credits needed for graduation.
- Each district school board may waive the laboratory component of the science requirement when such facilities are inaccessible or do not exist.
- Any course listed within the Department of Education Course Code Directory in the areas of art, dance, drama, or music may be undertaken by adult secondary education students. The one credit in performing fine arts required for high school graduation is not required for graduation and shall be substituted with an elective credit that is consistent with the total credits needed for graduation. [\[Florida Statute § 1003.4282\(7\) \(b\).\]](#)

~~For students who first enter AHS in 2013-2014 and their 9th grade cohort group has already graduated their graduation requirements would be based on the 9th grade cohort group for 2010-2011. For students entering AHS in 2016-2017 and their cohort group has already graduated their graduation requirements would be based on the 9th grade cohort group of 2013-2014. The exemptions would not be available for that cohort of students unless these exemptions are reinstated in future legislation. If a student leaves the K-12 system and enrolls in AHS before his~~

~~9th grade cohort group graduates, he would follow the requirements of his 9th grade cohort group. (Technical Assistance Guide for Adult High Schools 2013)~~

To obtain a standard adult high school diploma, a student must earn the required 24 credits or the Academically Challenging Curriculum to Enhance Learning (ACCEL) option of 18 credits and successfully complete all state required assessments (~~Florida Comprehensive statewide standard Assessments Test~~, or a recognized concordant score as specified in Florida Statute § 1003.4282(310), End of Course Assessments and/or PERT Mathematics). A cumulative GPA of 2.0 on a 4.0 scale is required for all adult education students. Per Florida Statute § 1008.22 (3), participation in the statewide assessment program is mandatory for all adult students seeking a standard high school diploma under Florida Statute § 1003.4282, except as otherwise provided by law.

~~The ACCEL option allows the student to earn a high school diploma by completing 18 credits of which are 14 core courses and 4 electives. The online-course requirement does not apply to the 18 credit option.~~

AHS follows the same course requirements and state assessments as those required in the K-12 system as per Florida Statutes § 1003.4282 (24 credit option) and 1002.3105 (ACCEL option). However, there are some exceptions.

- Students who enter an AHS are not required to take the EOC assessment for Algebra 1 if credit for this course was earned and documented on their transcript prior to 2010 – 2011.
- ~~Students who enter an AHS are not required to take the EOC assessment for Biology 1 and/or Geometry, if credit for these courses was earned and documented on their transcripts prior to 2011-20212012.~~
- ~~Adult education students are not subject to certain college readiness accountability requirements related to the K-12 system (Florida Statute § 1008.30 and State Board of Education Rule 6A-10.0315).~~
- ~~(The 2014-2015 EOC testing schedule is available at <http://www.fldoe.org/asp/schedule.asp>.)~~
- ~~All students taking U.S. History beginning 2012-13 must take the U.S. History EOC assessment regardless of cohort year.~~
- ~~The K-12 system required that individual EOC assessment scores be included in the final course grade computation during the first year of an EOC implementation. This did not apply to AHS as this data was used for purposes relevant only to the K-12 system. Beginning in 2013-2014, it is required that the results from all EOC assessments count as 30% of the students' final grades. Please use the charts in this guide to determine how each cohort group is impacted by the EOC and PERT Math assessment requirements.~~

Determining Graduation Requirements for Adult Education Students (State Board of

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Education Rule 6A-6.020).

This Rule was effective January 2013. Students already enrolled prior to this date may follow the educational plan in place for this student. Students enrolled after this date should follow the requirements listed below. To determine graduation requirements for AHS students who are not enrolled in the K-12 educational system, the following shall apply:

~~(1)~~ Students entering AHS, whose 9th grade cohort group has not graduated, must meet the graduation requirements based on the year that the student entered the 9th grade. The following chart can be accessed at: <http://www.fldoe.org/bii/studentpro/grad-require.asp> (Primary Types of Diplomas/Certificates).

~~(2)~~ (2) Students whose cohort group has graduated must follow the graduation requirements as listed in the following charts. Students entering AHS after their 9th grade cohort has graduated, or who are not a part of a 9th grade cohort (from another country, never entered high school, etc.), must meet the current 12th grade cohort graduation requirements that are in effect for the year they enter AHS:

Note: For students that are continuously enrolled from the time that they withdraw from the K-12 system and enroll in adult education, they will follow the requirements of their 9th grade cohort.

The previous law that required the K-12 2012-2013 cohort of students to pass the Geometry and Biology 1 EOC assessment was eliminated in Senate Bill 1076. Now students must take the EOC assessments with the results counting as 30% of the final grade.

The following [pages charts](#) will list the year a student enters AHS and the requirements for graduation. <http://www.fldoe.org/workforce/AdultEd/pdf/2013TAPAHS.pdf>.

<u>Students Entering Adult High School in 2013-1014¹</u>
--

<u>4 Credits English/ELA</u>

- | |
|--|
| <ul style="list-style-type: none"><u>Pass the statewide, standardized grade 10 Reading assessment or earn a concordant score in order to graduate with a standard diploma.</u> |
|--|

<u>4 Credits Mathematics</u>

- | |
|--|
| <ul style="list-style-type: none"><u>One of which must be Algebra I and one of which must be Geometry.</u><u>The Algebra I EOC results constitute 30 percent of the student's final course grade.</u><u>The Geometry EOC results are not required to constitute 30 percent of a student's final course grade.</u><u>A student who takes Algebra I or Geometry after the 2010-2011 school year must take the EOC, but is not required passing to earn course credit.</u> |
|--|

<u>3 Credits Science</u>

- | |
|---|
| <ul style="list-style-type: none"><u>Two of which must have a laboratory component.</u> |
|---|

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<ul style="list-style-type: none"> • <u>A student who takes Biology I after the 2010-2011 school year must take the Biology I EOC assessment, but</u> <ul style="list-style-type: none"> ○ <u>is not required to pass to earn course credit, and</u> ○ <u>the EOC results are not required to constitute 30 percent of a student's final course grade.</u>
<u>3 Credits Social Studies</u>
<ul style="list-style-type: none"> • <u>One credit in World History.</u> • <u>One credit in U.S. History.</u> <p><u>A student who takes U.S. History after the 2011-2012 school year must take the U.S. History EOC assessment, but the EOC results are not required to constitute 30 percent of the student's final course grade.</u></p> <p><u>One-half credit in U.S. Government.</u></p> <p><u>One-half credit in Economics.</u></p>
<u>Fine and Performing Arts, Speech and Debate, or Practical Arts</u>
<ul style="list-style-type: none"> • <u>Not required, may substitute with elective credit.</u>
<u>Physical Education</u>
<p><u>Not required, may substitute with elective credit.</u></p>
<u>10 Elective Credits</u>

¹ If the student enrolls in adult high school in 2013-2014, he/she will follow the requirements of the K-12 graduating class which entered the 9th grade in 2010-2011.

<u>Students Entering Adult High School in 2014-2015 School Year¹</u>
<u>4 Credits English/ELA</u>
<u>Pass the statewide, standardized grade 10 Reading assessment or earn a concordant score in order to graduate with a standard diploma.</u>
<u>4 Credits Mathematics</u>
<p><u>One of which must be Algebra I and one of which must be Geometry.</u></p> <p><u>A student who takes Algebra I after the 2010-2011 school year must take the Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma.</u></p> <p><u>A student who takes Algebra I or Geometry after the 2010-2011 school year must take the EOC assessment, but</u></p> <ul style="list-style-type: none"> ○ <u>is not required to pass to earn course credit and</u> ○ <u>the EOC results are not required to constitute 30 percent of a student's final course grade.</u>
<u>3 Credits Science</u>
<p><u>One of which must be Biology I, two of which must have a laboratory component.</u></p> <p><u>A student who takes Biology I after the 2010-2011 school year must take the Biology I EOC assessment, but</u></p>

- is not required to pass the assessment in order to earn course credit and
- the EOC results are not required to constitute 30 percent of the student's final course grade.

3 Credits Social Studies

One credit in World History.

One credit in U.S. History.

A student who takes U.S. History after the 2011-2012 school year must take the U.S. History EOC assessment, but the EOC results are not required to constitute 30 percent of the student's final course grade.

- One-half credit in U.S. Government.
- One-half credit in Economics.

Fine and Performing Arts, Speech and Debate, or Practical Arts

Not required, may substitute with elective credit.

Physical Education

Not required, may substitute with elective credit.

10 Elective Credits

1 Online Course

¹ If the student enrolls in adult high school in 2014-2015, he/she will follow the requirements of the K-12 graduating class which entered the 9th grade in 2011-2012.

Students Entering Adult High School in 2015-2016¹

4 Credits English/ELA

Pass the statewide, standardized grade 10 Reading assessment or earn a concordant score in order to graduate with a standard diploma.

4 Credits Mathematics

One of which must be Algebra I and one of which must be Geometry.

A student who takes Algebra I after the 2010-2011 school year must take the Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma.

A student who takes Algebra I or Geometry after the 2010-2011 school year must take the EOC assessment, but

- is not required to pass to earn course credit and
- the EOC results are not required to constitute 30 percent of a student's final course grade.

3 Credits Science

One of which must be Biology I, two of which must have a laboratory component.

A student who takes Biology I after the 2010-2011 school year must take the Biology I EOC assessment, but

- is not required to pass the assessment in order to earn course credit and

o <u>the EOC results are not required to constitute 30 percent of the student's final course grade.</u>
<u>3 Credits Social Studies</u>
<u>One credit in World History.</u> <u>One credit in U.S. History.</u> <u>A student who takes U.S. History after the 2011-2012 school year must take the U.S. History EOC assessment, but the EOC results constitute 30 percent of the student's final course grade.</u> • <u>One-half credit in U.S. Government.</u> • <u>One-half credit in Economics.</u>
<u>Fine and Performing Arts, Speech and Debate, or Practical Arts</u>
<u>Not required, may substitute with an elective.</u>
<u>Physical Education</u>
<u>Not required, may substitute with an elective.</u>
<u>10 Elective Credits</u>
<u>1 Online Course</u>

¹ If the student enrolls in adult high school in 2015-2016, he/she will follow the requirements of the K-12 graduating class which entered the 9th grade in 2012-2013

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Subject Area 24 credits GPA 2.00 on 4.0 Scale	Students Entering AHS in 2013-2014 (2010-11 9 th Gr. Cohort)	Students Entering AHS in 2014-2015 (2011-12 9 th Gr. Cohort) One course online¹	Students Entering AHS in 2015-2016 (2012-13 9 th Gr. Cohort) One Course Online¹	Students Entering AHS in 2016-2017 (2013-2014 9 th Gr. Cohort) One Course Online¹
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition, reading for information, and literature
Math	4 credits, one of which must be Algebra I or its equivalent or a higher level math course, and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra I or its equivalent or a higher level math course, and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra I or its equivalent, and one of which must be Geometry or its equivalent;	4 credits, one of which must be Algebra I or its equivalent, and one of which must be Geometry or its equivalent.
Science	3 credits Science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory	3 credits in science, two of which must have a laboratory	3 credits in science, two of which must have a laboratory component and one of which

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	²	component ² and one of which must be Biology 1, or an equivalent course or a series of courses	component ² and one of which must be Biology 1, or an equivalent course or a series of courses	must be Biology 1, or an equivalent course or a series of courses
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Subject Area 24 credits GPA 2.00 on 4.0 Scale	Students Entering AHS in 2013-2014 (2010-11 9 th -Gr. cohort)	Students Entering AHS in 2014-2015 (2011-12 9 th -Gr. cohort) One course online ⁴	Students Entering AHS in 2015-2016 (2012-13 9 th -Gr. cohort) One Course Online ⁴	Students Entering AHS in 2016-2017 (2013-2014 9 th -Gr. Cohort) One Course Online ⁴
Social Studies	1 credit World History 1 credit US History .5 credit US Govt. .5 credit Economics ³	1 credit World History 1 credit US History .5 credits US Govt. .5 credit Economics ³	1 credit World History 1 credit US History .5 credits US Govt. .5 credit Economics ³	1 credit World History 1 credit US History .5 credits US Govt. .5 credit Economics ³
Fine/Performing Arts	Not required, substitute with elective credits	Not required, substitute with elective credits	Not required, substitute with elective credits	TBA, substitute with elective credits
Physical Education	Not required, substitute with elective credits	Not required, substitute with elective credits	Not required, substitute with elective credits	TBA, substitute with elective credits
Electives	40 credits	40 credits	40 credits	40 credits
State Assessment Requirement	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT) Must take Algebra I EOC assessment in order to earn course credit. Exception to following cohort requirements, any student taking U.S. History or Honors must take the EOC assessment with results counting as 30% of final grade. ⁴	Passing scores on Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the Grade 10 FCAT 2.0 Reading Must take and pass Algebra I EOC assessment or earn the PERT Math comparative score to earn course credit Must take Biology I and Geometry EOC to receive final grade. Exception to following cohort requirements, any student taking U.S. History or Honors must take the EOC assessment with results counting as 30% of final grade. ⁴	Passing scores on Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the Grade 10 FCAT 2.0 Reading Must take and pass Algebra I EOC assessment or earn the PERT Math comparative score to earn course credit. Must take Biology I and Geometry EOC assessment to receive final grade Must take U.S. History or History Honors EOC assessment and results count as 30% of final grade. ⁴	Passing scores on Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the Grade 10 FCAT 2.0 Reading. Must take and pass the Algebra I EOC or earn the PERT Math comparative score and final grade must include 30% of Algebra I EOC /PERT assessment results. Must take and pass to earn a standard high school diploma. Must take U.S. History or U.S. History Honors, Biology I, and Geometry EOCs and results count as 30% of final grade.

Special Notes:

¹At least one course within the 24-credit program must be completed through online learning.

²School board may waive lab component if not available

³Must include financial literacy

⁴In year 2012-2013, the U.S. History EOC was required for all students taking the course regardless of grade level (not tied to cohort). In following the "Determining Adult Education Graduation Requirements," students entering adult education in 2013-2014 or currently enrolled will be required to take the U.S. History EOC assessment when taking the course, with results counting as 30% of the final grade.

The previous law that required the 2012-2013 cohorts of students to pass the Geometry and Biology 1 EOC assessment was eliminated in Senate Bill 1076. Now students must take the EOC assessments, but the results count as 30% of the final grade. (Technical Assistance Guide for Adult High Schools 2013)

Graduation Requirements for Florida's Statewide Assessments FCAT and Florida End of Course Assessments*

Passing scores for the FCAT and acceptable concordant scores for the ACT and SAT, and EOC assessments and PERT Math assessment where required, are listed at

<http://fcats.fldoe.org/pdf/fcatpass.pdf>. Florida Statute § 1008.22 does not impose any requirements regarding the number of attempts, if any, on FCAT, before a concordant score may be applied. If a student enrolls in AHS and his or her 9th grade cohort group has graduated, his/her graduation requirements will be determined by the passing scores in effect for the current graduating class.

FCAT 2.0 and Florida End of Course Assessments

The passing score assessments required for adult high school graduation or for course credit is the minimum scale score in Achievement Level three. Students must pass the FCAT 2.0 Reading for graduation purposes until the state transitions to a Common Core 10th grade English Language Arts (ELA) assessment, after which time a student must pass the ELA assessment in order to earn a standard adult high school diploma.

- Students must take the Algebra 1 EOC assessment or attain the PERT math comparative assessment score to earn adult high school credit. The State Board of Education (SBE) established achievement levels for FCAT 2.0 Reading and the Algebra 1 EOC assessment on December 9, 2011. The SBE established achievement levels for the Biology 1 and Geometry EOC assessments on December 12, 2012. The PERT Math comparative score was adopted by the State Board of Education in the fall of 2013 and can be found in State Board of Education Rule 6A-1.094223.

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Retaking the Statewide Assessments—Students can retake Grade 10 FCAT 2.0 Reading each time the test is administered until achieving a passing score.

Concordant Scores Option- A student can also meet graduation requirements by receiving a score comparable to the FCAT or FCAT 2.0 passing score on either the ACT or SAT. FCAT concordant scores were set in 2003 and revised in 2009.

The option of substituting a concordant and/or comparative passing score at any time became available to students who had not passed the FCAT on July 1, 2010. Prior to July 1, 2010, students were required to take the FCAT at least three times without passing in order to use the concordant scores.

Concordant and comparative score information can be found in “Graduation Requirements for Florida’s Statewide Assessments”, located at <http://fcat.fldoe.org/pdf/fcatpass.pdf>. Please visit this document in its entirety for additional graduation options and clarification, links to a variety of helpful resources and contact information. When reviewing this information, please note that if a student enrolls in AHS and his or her 9th grade cohort group has graduated, his/her graduation requirements will be determined by the passing scores in effect for the current graduating class.

Passing scores for the FCAT and acceptable concordant scores for the ACT and SAT, and EOC assessments and PERT Math assessment where required, are listed at ~~<http://fcat.fldoe.org/pdf/fcatpass.pdf>~~. Florida Statute § ~~1008.24~~ does not impose any requirements regarding the number of attempts, if any, on FCAT, before a concordant score may be applied. If a student enrolls in AHS and his or her 9th grade cohort group has graduated, his/her graduation requirements will be determined by the passing scores in effect for the current graduating class.

Adult Education Students Whose 9th Grade Cohort Group Has Not Graduated

~~FCAT 2.0 and Florida end of course assessments—For students entering 9th grade in the 2010-11 school year and thereafter, the passing score assessments required for high school graduation or for course credit is the minimum scale score in Achievement Level three. Students entering 9th grade in the 2010-11 school year, and thereafter, must pass the 10th grade, FCAT 2.0 Reading for graduation purposes until the state transitions to a Common Core 10th grade English Language Arts (ELA) assessment, after which time a student must pass the ELA assessment in order to earn a standard high school diploma.~~

Students must pass the Algebra 1 EOC assessment or attain the PERT math comparative assessment score to earn high school credit. Beginning with the 2013-2014 school year, the students’ EOC assessment results count as 30% of the student’s final grade for Algebra 1, Geometry, Biology 1, and U.S. History. The State Board of Education established achievement levels for FCAT 2.0 Reading and the Algebra 1 EOC assessment on December 9, 2011. The State

Board established achievement levels for the Biology 1 and Geometry EOC assessments on December 12, 2012. Table 2 shows the passing score for each assessment depending on the year students entered the 9th grade. The PERT Math comparative score was adopted by the State Board of Education in September, 2013.

Table 2: Passing Scores for the Required/Comparative Assessments

Assessment	Year Student Entered Grade 9			
	2009-2010	2010-2011	2011-2012	2012-2013 and beyond
FCAT 2.0 Reading	241*	245	245	245
FCAT Mathematics	1889 (scale score of 300) or above	N/A	N/A	N/A
Algebra I EOC Assessment	N/A	N/A	399 or above	399 or above
Postsecondary Education and Readiness Test (PERT)	N/A	N/A	97 or above	97 or above
Biology I Assessment	N/A	N/A	N/A	395 or above
Geometry EOC Assessment	N/A	N/A	N/A	396 or above

*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is concordant (or comparable) to a score of 241 on the FCAT 2.0.

Retaking the Statewide Assessments—Students can retake Grade 10 FCAT 2.0 Reading each time the test is administered until achieving a passing score.

Beginning with students entering grade 9 in the 2011-2012 school year, students and adults who have not yet received the required passing score of 399 on the Algebra I EOC may earn a comparative passing score of at least a 97 on the Math portion of the Postsecondary Education Readiness Test (PERT).

Concordant Scores Option—A student can also meet graduation requirements by receiving a score comparable to the FCAT or FCAT 2.0 passing score on either the ACT or SAT. FCAT concordant scores were set in 2003 and revised in 2009. FCAT 2.0 concordant scores for students entering grade 9 in 2010-11 and after were established in January 2013. Even if they have achieved a concordant score before the grade 10 assessment, all students enrolled in grade 10 are required to participate in the statewide assessments in accordance with Florida Statute ~~§1008.22~~. Table 3 shows the concordant scores students must achieve based on the year they entered the 9th grade. Additional guidance regarding FCAT concordant scores is posted at <http://www.fldoe.org/BH/studentpro/resources.asp>.

Table 3: Concordant Scores by Graduation Year

	Reading		Mathematics
	2009-10	2010-11 And beyond	2009-10 and earlier
FCAT	N/A	N/A	—1889 (scale score of 300)
FCAT 2.0	241*	245	N/A
SAT	420	—430	—340
ACT	—18	—19	—15

*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is concordant (or comparable) to a score of 241 on the FCAT 2.0.

The option of substituting a concordant passing score at any time became available to students who had not passed the FCAT on July 1, 2010. Prior to July 1, 2010, students were required to take the FCAT at least three times without passing in order to use the concordant scores. All enrolled 10th grade students were required to participate in the statewide assessments in accordance with Florida Statute §1008.22.

The information and tables above are from “*Graduation Requirements for Florida’s Statewide Assessments*”, located at <http://fcat.fldoe.org/pdf/fcatpass.pdf>. Please visit this document in its entirety for additional graduation options and clarification, links to a variety of helpful resources and contact information.

THE FCAT AND EOC ASSESSMENT GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Students with disabilities who have withdrawn and enrolled in adult general education are not eligible for an FCAT or EOC assessment waiver. However, if the adult high school student with a disability has not yet reached age 22, the student has the option of re-enrolling in school (K-12 system) and requesting an eligibility staffing for ESE.

TRANSFER OF CREDIT GUIDELINES

Purpose

The State Board of Education Rule [6A-1.09941](#) was intended to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools [effective July 1, 2013](#). The rule increases consistency in the credit transfer process and fulfills the State Board's responsibility to prescribe "procedures relating to the acceptance of transfer work and credit for students" as required by Florida Statute [§1003.25\(3\)](#).

Discussion

The State Uniform Transfer of High School Credits (State Board of Education Rule [6A-1.09941](#)) states that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The Rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. [Assessment requirements for transfer students under Florida Statute §1003.4282 must be satisfied.](#)

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, the student does not possess an official transcript, or the student is a home education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level; to receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period. [Alternative validation procedures are also specified in The State Board of Education Rule 6A-1.09941.](#)

~~EOC assessment requirements for transfer students are dependent on the Rule and other factors. When evaluating a transfer student's transcript that indicates a 1.0 credit was earned in Algebra 1, Geometry, or Biology 1, it is important to consider the following:~~

- ~~• The school year in which the student entered 9th grade for the first time (9th grade cohort)~~
- ~~• The school year in which the student took the course~~

DIPLOMA/COMPLETION OPTIONS

The following completion options are suggested for students enrolled in the AHS program. Programs should select the appropriate options for their area in accordance with Florida Statute [§1003.4282](#).

Adult High School Diploma

- Meet local GPA requirements
- Pass State of Florida required assessments
- Demonstrate mastery of student performance standards
- Meet state and local credit requirements, with exceptions noted in the "Graduation Requirements" section of this guide.

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- Credits may be earned by demonstration of competencies (competency-based) and passage of required state exams

Certificate of Completion

- Meet local GPA requirements
- Demonstrate mastery of student performance standards
- Meet state and local credit requirements
- Has not passed State required assessments

[See FDOE Technical Assistance Guide for Adult High Schools ~~2013~~ 2014 at: <http://www.fldoe.org/workforce/AdultEd/pdf/2013TAPAHS.pdf>.]

~~ACTION STEPS TO EMPLOYMENT~~

~~In order to accelerate the employment of adult education students, students entering adult general education programs after July 1, 2013, must complete the following action steps to employment activities before the completion of the first term:~~

- ~~(a) Identify employment opportunities using market-driven tools.~~
- ~~(b) Create a personalized employment goal.~~
- ~~(c) Conduct a personalized skill and knowledge inventory.~~
- ~~(d) Compare the results of the personalized skill and knowledge inventory with the knowledge and skills needed to attain the personalized employment goal.~~
- ~~(e) Upgrade skills and knowledge needed through adult general education programs and additional educational pursuits based on the personalized employment goal.~~

~~The action steps to employment activities may be developed through a blended approach with assistance provided to adult general education students by teachers, employment specialists, guidance counselors, business and industry representatives, and online resources. Students may be directed to online resources and provided information on financial literacy, student financial aid, industry certifications, and occupational services and a listing of job openings. [Florida Statute §1004.93 (8)]~~

Awarding of Credits

~~(1)~~ The award of high school credits to adults on the basis of prescribed work completed in the adult education program of the district school board shall be based on demonstrated mastery of the student performance standards in the course of study, as provided by rules of the district school board. Such requirements shall be consistent with the needs of the adult students, the purposes of the schools, and the requirements of Florida Statutes.

~~(2) Adult High School students may be awarded credit based on demonstrating mastery~~

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~~through earning a passing grade in student performance standards in the course of study and 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 PBS Form [1086](#) must to be completed and submitted to the data processor in order for the student to receive a grade and credit.

Awarding of Diplomas

~~The School District of Palm Beach County will certify completion of a course of study for co-enrolled students with one of the following from their attending school:~~

~~According to Florida Statute § 1003.4282(7), a student who earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale and meets the requirements of this section or Florida Statute §1002.3105(5), shall be awarded a standard high school diploma in a form prescribed by the State Board of Education.~~

~~(b) An adult student in an adult general education program as provided under Florida Statute § 1004.93 shall be awarded a standard high school diploma if the student meets the requirements of this section or Florida Statute § 1002.3105(5), except that:~~

- ~~1. One elective credit may be substituted for the one-credit requirement in fine or performing arts, speech and debate, or practical arts.~~
- ~~2. The requirement that two of the science credits include a laboratory component may be waived by the district school board.~~
- ~~3. The one credit in physical education may be substituted with an elective credit.~~

- ~~1. Standard Diploma—awarded to students who meet all criteria established by state law. [Florida Statute § (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. 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]† and (State Board of Education Rules 6A-1.09961~~

~~† Note, this statute is repealed effective July 1, 2015.~~

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and ~~6A-1.0995(2))~~ OR Certificate of Completion [Florida Statute § ~~1003.428 (7) (b)~~]

4. Standard ~~Special~~ Certification of Completion – awarded to students who meet all criteria established by state law except for passing the required state assessment and/or the required 2.0 minimum 2.0 cumulative grade point average. [Florida Statutes §§ ~~1003.428 (7)(b); 1003.43(10)(b) and 1003.438~~] (State Board of Education Rules ~~6A-1.0995 (3)~~)

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~~Students with Disabilities: A parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to Florida Statute §1003.5716, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion. (Florida Statute § 1003.4282(11))~~

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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, 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.

-An Adult High School graduation ceremony is coordinated by the Adult Education Center in conjunction with the regular high school graduations each year.

Credits for Military Service

~~Pursuant to rules adopted by the State Board of Education in consultation with the Department of Military Affairs, the Commissioner of Education may award a standard high school diploma to an honorably discharged veteran who has not completed high school graduation requirements. The requirements are:~~

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~~a) Left a public or non public school located in any state prior to graduation and entered the armed forces of the United States.~~

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~~(b) Is a current resident of the state of Florida, or was previously enrolled in any high school in this state, or was a resident of the state of Florida at the time of death.~~

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~~(c) Is honorably discharged from the armed forces of the United States as verified by the Department of Veterans Affairs.~~

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~~(Florida Statutes § 1003.4286) (State Board of Education Rules, 6A-6.0202)~~

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Tuition and Fees

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As of July 1, 2011, all adult education programs are required to charge the following tuition rates and out-of-state fees per Florida Statute § 1009.22. ~~Students who enrolled prior to that date and have remained continuously enrolled in an adult education program, remain fee exempt.~~

Tuition for all adult education students (excluding co-enrolled); students who have resided in Florida for twelve (12) months or more:

- \$45.00 block tuition rate for each half year in a program year (July 1 - June 30)
- \$30.00 block tuition rate for each term in a program year (July 1 - June 30)

Tuition plus fees for students who have not resided in Florida for twelve (12) months or more:

- ~~Tuition plus an out-of-state fee~~
- ~~Out-of-state fee: \$135.00 per half year or \$90.00 per term~~

~~Total tuition plus out-of-state fee: \$180.00 per half year or \$120.00 per term~~

School district policies and procedures for the collection of fees and the use of tuition funds can be located in School Board Policy 8.081.

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Residency for Tuition Purposes Residency for Tuition Purposes

~~Out-of-state fees were repealed in Chapter 2014-62, Laws of Florida (House Bill 851). Residency for tuition purposes for all adult general education programs was eliminated as of July 1, 2014.~~

~~Districts must use the criteria identified in Florida Statute 1009.21, to determine residency status for tuition purposes. The Florida Department of Education (FLDOE) Articulation Coordinating Committee produces the *Residency for Tuition Purposes* technical assistance paper that can be found at <http://www.fldoe.org/workforce/technicalassistancepapers.asp>. Residency for tuition purposes must be determined for students whose initial enrollment occurred on or after July 1, 2011.~~

~~{See FDOE Technical Assistance Guide for Adult High Schools 2013-2014 at: <http://www.fldoe.org/workforce/AdultEd/pdf/2013TAPAHS.pdf>. Individuals seeking to become enrolled in the District's adult education programs shall complete the Adult Education Student Tuition Fee Proof of Residency and Independence Form, PBS Form 2419.~~

~~Florida law: The Florida Legislature annually establishes fees for the adult education program in accordance with the General Appropriations Act. Adult general education students will be charged tuition and out-of-state fees in accordance with the General Appropriations Act, Florida Statutes and State Board of Education Rules.~~

~~The Superintendent shall recommend to the Board the specific tuition and registration fees for adult education students in accordance with this policy, state laws and State Board of Education~~

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~~Rules. Any changes to tuition and out-of-state fees of adult education students shall be approved by the Board.~~

Exemptions. No fees shall be charged to students who are fee exempt based upon state law. Students enrolled in the adult high school co-enrollment program and students enrolled in workforce programs as provided for in Florida Statutes §§[1009.25](#) and [1011.80](#), are exempt from the payment of tuition. For students claiming a fee exemption because of the lack of a fixed, regular, and adequate nighttime residence, they must complete PBSD forms [2460](#) and [2494](#). ~~These~~^{is} forms ~~are~~^{is} then approved by the Principal designee.

- *Fee Waivers.* The Board may grant fee waivers, as provided in Florida Statute §[1009.26](#), for programs funded through Workforce Development Education appropriations for up to eight percent (8%) of the fee revenues that would otherwise be collected. ([FLDOE Workforce Education Tuition and Fees 2012-13](#))

Adult general education enrollment reporting must be in accordance with the FDOE instructional hours reporting procedures which shall be verified by the Auditor General.

- Limitation on funding for the adult high school co-enrollment program is for a maximum of two core curricula courses for credit recovery and dropout prevention purposes only.

Accommodations

All adult education students are encouraged to self-identify any disability in order to receive appropriate accommodations for any and all programs, provided that the student can produce official documentation identifying their disability. ~~An Explanation of Learner Rights and Responsibilities PBSD Form 2523 is used to inform adult students of their rights and responsibilities to self-identify.~~

ADULT HIGH SCHOOL

Entrance Requirements- Enrollment Criteria

~~Criteria for enrolling into an AHS program states that the student:~~^{(Florida Statute §[1004.02 \(6\)](#)); and (State Board of Education Rule [6A-6.014](#))}

~~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

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- ~~Is Has~~ officially ~~and legally~~ withdrawn from an elementary or secondary program ~~under~~ Florida Statute ~~§1003.21 (2) (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 as per State Board of Education Rule ~~6A-6.014 (4)~~. ~~Florida Statute §1004.02 (6)~~; and ~~(State Board of Education Rule 6A-6.014)~~

➤

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 ~~form D or A~~) before starting academic courses. (Adult Education Assessment Technical Assistance Paper 2010-211/09)~~H~~

The following forms are required for all Adult High School students:

- Counselor completes Adult Credit Permission PBS Form [1696](#)
- Coordinator/Teacher completes Adult Registration PBS Form [1700](#)
- ~~Coordinator/Teacher~~ completes Adult Enrollment PBS Form [1701](#)
- ~~Student~~ ~~completes an Explanation of Learner Rights and Responsibilities~~ PBS Form [2523](#)

Per State Board of Education Rule [6A-6.014 \(4\)](#), the following tests, English language versions only, are approved to be used for placement ~~and documentation of learning gains of a student enrolled in the adult general education program. The tests of a student in Adult High School and~~ shall be used according to standards established for test administration and interpretation set forth in Standards for Educational and Psychological Testing (APA, AERA, NCME, 1999) and with appropriate accommodations for students with disabilities, as specified in Florida Statute [§1004.02\(7\)](#).

~~1. Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 & 10 (all active assessments as of the date of adoption of this rule);~~

~~2. Comprehensive Adult Student Assessment System (CASAS) (all active assessments as of the date of adoption of this rule).~~

~~3. General Assessment of Instructional Needs (GAIN) – test of English skills, Forms A & B.~~

~~4. General Assessment of Instructional Needs (GAIN) – test of Math skills, Forms A & B.~~

Early High School Graduation

~~Florida Statute § 1003.4281 states that a student has the option of early graduation and receipt of a standard high school diploma if the student earns 24 credits and meets the graduation~~

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[requirements set forth in Florida Statute § 1003.4282.](#)

CO-ENROLLED CREDIT PROGRAM (Credit Lab)

A co-enrolled student is one who is currently enrolled in a high school program, and is taking high school core credit courses through adult education [per Florida Statute §§ 1004.01 and 1011.80 \(10\)](#). ~~State Board of Education Rule 6A-6.014 and Florida Statute §1011.80(10)~~ states that the District may temporarily assign individual students of compulsory school age to one (1) or more classes offered in the adult general education program where such students exhibit an educational need which can more effectively be served by the adult general education program when such courses are required for high school graduation. Appropriate documentation, as specified by the institution, shall be obtained prior to enrollment. The 2013 legislature amended [Florida Statute §1011.80 \(10\)](#) for the AHS co-enrollment program for 2013-14. The legislation removed the expiration date for the program.

K-12 students may be enrolled in the co-enrollment program offered through district AHS programs; however, students may only be reported for funding under the following circumstances:

- Co-enrolled students entering [an adult high school course a course beginning July 1, 2013](#), are limited to two core curricular courses per year. The course list [for 2014-2015](#) is available at http://www.fldoe.org/workforce/dwdframe/ad_frame.asp under the 2014-2015 listing of "Adult High School Frameworks."
- Student enrollment is limited to core curricula courses for credit recovery or dropout prevention.
- Students must not have a pattern of excessive absenteeism or habitual truancy, or a history of disruptive behavior.

[Students that are at risk of not graduating with their 9th grade cohort are eligible for the co-enrollment program.](#) Students enrolled in the co-enrollment program are exempt from the payment of the block tuition for adult education programs.

Co-enrollment programs are state funded only as allocated by the Florida Legislature, and no federal Adult Education and Family Literacy Act (AEFLA) funds may be used to support instruction and/or any activity, supplies or resources used in the delivery of the courses. Enrollments and completions may not be included in NRS reporting or AEFLA grant performance target estimates. ([Technical Assistance Guide for Adult High Schools 2014, page 4](#))

[It is suggested that a co-enrolled form signed by the host school counselor, the principal, the student, and the student's parent\(s\) or guardian be presented at the time of registration. Co-](#)

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enrolled students are not required to take a state-approved assessment before taking academic classes in adult education.

Collaboration between the high school guidance counselor, parents, and the adult high school representative can serve as a primary factor in recruitment and retention of students in both programs and ensure credits earned are properly recorded in the students' permanent records at their home schools. ([Technical Assistance Guide for Adult High Schools 2014, page 4](#))

Entrance Requirements

- Any 9th-12th grade student wishing to enroll in the Co-Enrolled **Credit** Program must meet with his/her high school guidance counselor to identify the course(s) needed.
- An Adult High School Course Permission PBS 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 or emancipated student 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 (Test of Adult Basic Education (TABE) 9/10) before taking academic classes in adult education. (State Board of Education Rule [6A-6.014](#) and Florida Statute [§1004.02\(7\)](#).)

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.

Entrance Procedures

The following forms are required for all co-enrolled students:

- Counselor completes Adult Credit Permission PBS Form [1696](#)
- Coordinator/Teacher completes Adult Registration PBS Form [1700](#)
- Coordinator/Teacher completes Adult Enrollment PBS Form [1701](#)
- **Student completes an Explanation of Learner Rights and Responsibilities PBS Form 2523.**

For a complete listing of courses available, contact the Adult and Community Education Department or visit the web site at <http://www.palmbeachschools.org/ace/>

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The eligible course list for 2014-2015 is available at http://www.fldoe.org/workforce/dwdframe/ad_frame.asp under the 2014-2015 listing of "Adult High School Frameworks."

Awarding of Credits

Co-enrolled students may be awarded credit based on demonstrating mastery through earning a passing grade in student performance standards in the course of study and 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 PBS 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 HIGH SCHOOL EQUIVALENCY EXAMINATIONS

[Florida Statutes §§1004.02 (17) & 1003.435] (State Board of Education Rule 6A-6.021)

Upon successful completion of the GED® Tests, a person is awarded a State of Florida ~~Equivalency~~ High School Diploma.

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~~GED®-Testing Service® is launching-launched~~ a new version of the GED® in January, 2014. ~~GED® 2002 is only given until December, 2013 and is available in both Paper-Based Test (pbt) and Computer-Based Test (cbt). The new 2014~~ GED® 2014 will be offered exclusively on computer ~~and only at an~~ official testing centers, starting January 2, 2014. ~~Official testing centers and their schedules can be located at the Department of Adult and Community Education website. (GED® Testing Service) (FLDOE GED®, FLDOE Underage Testing).~~ For questions see FL GEDTesting Services® Policy Page website at: http://www.gedtestingservice.com/testers/policy_fl#age

GED® Eligibility

A candidate for the GED® test shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances as determined by the superintendent or his/her designee, -said candidate may take the examination after reaching the age of 16 years. Extraordinary circumstances may include but are not limited to the following: *An individual with a medical or psychological problem; A recommendation from an appropriate court of law; Economical or personal hardship.* [Florida Statutes § [1003.435](#) (4)]. A General Educational Development (GED) Age Waiver Applications (PBS Form [0944 revised 2014](#)) may be obtained from the School District Website. <http://www.palmbeachschools.org/forms/index.asp>
For more information: <http://www.palmbeachschools.org/ace/GEDTestFAQs.asp> see FL GED Testing Services Policy Page at http://www.gedtestingservice.com/testers/policy_fl#age

Individuals may register for the GED® Test by creating an account at www.GED.com. The fee shall be set by the state. The current fee for the test is \$128 for the battery of four modules or \$32 per module.

Students-Candidates are required to provide one valid form of identification. The ID must be government issued and non-expired. It must also include the student's-candidate's name, address, date of birth, signature and photograph. Examples include, Government issued driver's license, Passport, Permanent Residency Card or Military ID ([GED Testing Service® Client Reference Guide 1/2014](#)).

A person who is not currently enrolled in a secondary school shall:

- Be at least (18) years of age at the time of examination or be considered having an extraordinary circumstance as stated above:

~~State Board of Education Rule (SBER) 6A-6.021 allows for the awarding of a State of Florida High School Equivalency Diploma is awarded to a candidate who meets the requirements of the Rule and who attains a standard score of 410-150 or above on each of the five-four GED® subtests Tests with an overall average of 450 (or total score of 2,250). Candidates may retake one or more subtests, for a fee of not less than the total national and state required fee nor more than sixteen twelve (126) dollars shall be paid by the candidate for each retake. of the Writing Skills test nor more than fourteen (14) dollars shall be paid by each candidate for each retake of the social studies, science, reading and mathematics tests, as allowed by SBER 6A-6.021. This applies to the GED® 2002 test that is offered until the end of 2013. For the new 2014 GED® test specifics, see below:~~

~~Candidates are allowed two discounted retakes per subject within twelve calendar months of initial attempt. Each retake should be scheduled one test at a time. After two discounted retakes, a candidate must wait at least sixty (60) days and pay full price. (gedtestingservice.com/testers/policy_fl)~~

The chart below summarizes the ~~GED 2002 series as well as 2014~~GED® 2014 series procedures. ([Scoring and Results](#), [State Testing Policies](#), Diplomas ([Department of Adult and Community Education web page GED®](#)).

	GED®2002-pbt	GED®2002-pbt	GED®2014cbt
Register/Schedule	school-w/-GED-class	1-877-EXAM-GED GEDcomputer.com	GED.com 1-877-EXAM GED
Full Battery	5-tests	5-tests	4 modules

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Cost	\$70.00 Full Battery	\$130.00 Full Battery	\$32.00 per module (\$128.00 for Full Battery)
Age Waiver for 16+17 yr olds	Required- SDPBC 0944 plus supporting documents	Required- SDPBC 0944 plus supporting documents plus Florida DOE Eligibility Form	Required- SDPBC 0944, supporting documents plus Florida DOE Eligibility Form (see Age Waiver Section for complete details)
Results	4-6 weeks	unofficial results immediately except LA Writing in 3-5 days	unofficial results within 2 to 3 hours. Scores can be obtained through GED.com <u>within 3-24 hours of test completion</u>
Passing Score	total score 2,250 with no score less than 410	total score of 2,250 with no score less than 410	150 on each subject area test and 600 on the entire test battery (all four parts combined). Below Passing: 100-149. GED® Passing Score: 150-169. GED® Honors Score: 170-200.
Diploma	sent to school	sent to Adult Ed Center (AEC) AEC mails to student	mailed directly to student <u>Electronic Transcript and Diploma are available for one time download at GED.com</u> <u>Candidates are also able to request a free one-time printed diploma. Request made through GED.com</u>
Identification	2 IDs, 1 picture, valid date- signature, DOB	1 picture ID, valid date, signature, DOB	1 valid ID, with picture signature, DOB

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Age Waiver Request for 2014GED® 2014

Candidates must begin by creating an account at www.GED.com. Candidates must then submit the following documents to the Department of Adult and Community Education:

- ✓ Palm Beach County GED® Age Waiver Application completed and notarized (SDPBC form 0944 revised 2014)

- ✓ Copy of student's official withdrawal from high school (may be obtained from guidance office)
- ✓ Copy of student's scores from GED Ready™ The Official Practice Test (with a minimum of 150 on each sub test)
- ~~✓ Any other documentation needed for reason checked~~
- ✓ Florida Testing Eligibility Exception Form (emailed to the candidate as part of the Age Requirement Alert by GED Testing Service®).

This Age Waiver Package should be submitted to the Department of Adult and Community Education or an assigned district testing center. The district testing center will be responsible for communication with the Florida GED® Testing Office. A list of assigned district/testing center staff is posted here:

<http://data.fldoe.org/workforce/contacts/default.cfm?action=showList&ListID=65>

Age Waivers obtained in 2013

~~Age Waiver approvals obtained in 2013 are still valid.~~

Incarcerated Youth Under 18

Incarcerated candidates who have not yet reached their 18th birthday are exempt from the School District of Palm Beach County Age Waiver Application requirement. They only need to obtain the Florida GED® Testing Program Underage Waiver Form.

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Special Accommodations

Special Accommodations for the GED® Test are available to candidates who self-identify and provide current documentation with a diagnosed disability, according to the American Disabilities Act (ADA, 1990) [Florida Statute §[1004.02\(3\)](#) & [\(76\)](#)]. Under the ADA, testing agencies are required to provide reasonable accommodations to individuals with disabilities.

GED Testing Service® provides reasonable and appropriate accommodations to individuals with documented disabilities who demonstrate a need for accommodations. GED® Test accommodations may include things such as:

- A separate testing room
- Extra testing time
- Extra breaks

Test accommodations are individualized and considered on a case-by-case basis.

Details on how to request accommodations can be found on the GED Testing Services® website:

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www.gedtesting-service.com/testers/computer-accommodations

<http://www.gedtestingservice.com/testers/computer-accommodations>

Candidates requesting accommodations due to disability must complete required forms developed by the GED® Testing Service® (GEDTS) and can be obtained from the GED Testing Services website. <http://www.gedtestingservice.com/testers/computer-accommodations>

Forms are available for the following:

- Intellectual Disabilities
- Learning and Other Cognitive Disabilities
- Attention Deficit Hyperactivity Disorder
- Psychological and Psychiatric Disorders
- Physical Disorders and Chronic Health Conditions

The accommodations request decision will be communicated to candidate directly from the GED Testing Service to the candidates email account provided during the registration process. In most cases the candidate will hear a decision in 30 days.

Accommodations Approvals Obtained in 2013

~~Candidates who were approved for modified testing or test accommodations from GED Testing Service® in 2013 for the GED® exam, the candidate can request that the approval be transferred to the 2014 GED® exam series.~~

~~Elementary School~~

~~Grades K-5~~

~~Student Progression Plan~~

~~Entry, Promotion, and Retention~~

~~2013-2014~~



~~E. Wayne Gent, Superintendent
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INTRODUCTION

PURPOSE OF THE PLAN

In accordance with [Florida Statute § 1008.25\(1\)\(2\)](#), the purpose of the Student Progression Plan is to inform school personnel, parents¹, students, and other interested citizens regarding the comprehensive plan for student progression from one grade to another towards graduation. It is the responsibility of the School Board and the School District of Palm Beach County (SDPBC²) administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences.

PLAN FORMAT

When relevant, citations of Florida Statutes, School Board Policies, as well as resources, are provided. Most of the citations and resources/references, such as websites and forms, are hyperlinked to direct sites for easy access.

This Student Progression Plan Includes:

- standards for evaluating each student's performance, including how well he/she masters the performance standards approved by the State Board of Education;
- specific levels of performance in reading, writing, mathematics, and science for each grade level (including the levels of performance below which a student must receive remediation or be retained in an intensive program); and
- alternative placement options for students who have been retained two (2) or more years.

In addition, the Plan includes information about student eligibility and procedural requirements for whole grade promotion, midyear promotion, and subject matter acceleration. This information includes:

- the process for parent(s) and students to request student participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) and the additional options available at the student's school; and
- advising parent(s) and students to contact the principal regarding student eligibility and participation requirements for these options, including virtual instruction in higher grade level subjects.

This Student Progression Plan strives to ensure that the required program of study, placement, promotion, reporting, retention, and special programs are equitable and comprehensive, for all students.

¹ Throughout the Student Progression Plan, when the word "parent(s)" is used, it also refers to "legal guardian(s)" and persons acting a parent.

² Throughout the Student Progression Plan, SDPBC will be used to refer to the School District of Palm Beach County.

Mission, Goals, and System-Wide Measures

The Florida Department of Education's mission, stated in [Florida Statute § 1008.31\(2\)](#), is to increase the proficiency of all students within one (1) seamless, efficient system. This is accomplished by providing students with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, while maintaining an accountability system that measures student progress toward the following goals:

- highest student achievement;
- seamless articulation and maximum access;
- skilled workforce and economic development; and
- quality efficient services.

Florida's Multi-Tiered System of Supports (MTSS)

Through implementing the problem-solving framework, Florida's Multi-Tiered System of Supports (MTSS) provides high-quality instruction and intervention matched to student needs. According to the Florida Department of Education³, MTSS involves the systematic use of assessment data to inform instructional decisions and efficiently allocate resources to improve learning for all students.

The core characteristics that underpin the MTSS model are:

- high-quality, research-based instruction provided to students in the General Education setting;
- continuous monitoring of student performance;
- screening of all students for academic and behavioral problems;
- multiple levels or tiers of instruction that are progressively more intense and based on the student's response to instruction; and
- implementation of a problem-solving method across all levels or tiers.

Academic Standards

The Plan incorporates herein Next Generation Sunshine State Standards (NGSSS), Common Core Standards (CCSS), and ACCEL options that provide academically challenging coursework or accelerated instruction to students in kindergarten through 12th grade.

Responsibilities

The SDPBC instructional personnel are responsible for providing assistance to schools to consider the individual student's academic needs when placing students in subjects, grade levels, or specialty programs.

³ The publication, [A Teacher's Guide to Problem-Solving Within the Multi-Tiered System of Supports Framework \(2010-2011\)](#), is available through the Bureau of Exceptional Education and Student Services, Florida Department of Education. The Guide is designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs for exceptional students. This document is available online at <http://www.fldoe.org/ese>.

The principal of a school is responsible for making and maintaining required records/reports and providing leadership for instruction that meets the needs of all students. [[Florida Statutes §§ 1001.54 & 1012.28](#)]

Teachers are responsible for providing effective instruction and remediation, as well as, documenting instruction in all content areas and students' mastery of the above Standards.

ENTRY REQUIREMENTS

INITIAL REQUIREMENTS

In accordance with [Florida Statute § 1003.21](#), it is the responsibility of the parent(s) of students entering the SDPBC public schools for the first time to present evidence of the child's age at the time of registration.

[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/she should be admitted. The Superintendent may require evidence of the age of any child whom he/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(s);
- c. an insurance policy on the child's life that has been in force for at least two (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 (four) 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 these are not available in the country, by a licensed practicing physician designated by the district school board, which states that the health officer or physician had examined the child and believes that the age as stated in the affidavit is substantially correct.⁴

To register, a student, the following four (4) types of documents are required:

1. ~~valid Birth Certificate or other documentation of birth as stated above⁵;~~
2. ~~Certification of a Physical/Health Examination⁶ (submitted within 30 school days, if not available at the time of registration);~~

⁴Children and youths who are experiencing homelessness and children who are known to the department, as defined in [Florida Statute § 39.0016](#), shall be given a "temporary exemption" from these statutory requirements for thirty (30) school days. The term "children known to the department" means "children who are found to be dependent or children in shelter care."

⁵If a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

⁶See [Florida Statute § 1003.22](#), [State Board of Education Rule 6A-6.024](#), and [School Board Policy 5.06\(A\)\(2\)](#), as well as the recommended: [School Entry Health Exam \(DH 3040\)](#). Refer to [Health Requirement](#) section. Footnote 3, addresses temporary exemption criteria.

3. proof of residence⁷; and
4. Florida Certificate of Immunization. (Refer to [Immunization Requirements](#) section).

According to [Florida Statute § 1003.01\(12\)](#) and [State Board of Education Rule 6A-6.03411\(1\)\(s\)](#), students who are without a fixed, regular, and adequate nighttime residence, are considered as children and youths who are experiencing homelessness. Pursuant to the [McKinney Vento Homeless Education Assistance Improvements Act of 2001](#) (Section 725) 42 U.S.C.A. § 11432(g)(3)(A) (C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student school and grade level placement, as well as completion of required immunizations and physical examination, shall occur within thirty (30) school days of enrollment. Refer to [School Board Policy 5.74](#) entitled *Students Experiencing Homelessness* and [Florida Statute § 1003.21\(1\)\(f\)](#) for procedures relating to the enrollment of these students.

When a student is not living with a biological or adoptive parent, and is registering for a school based on residence and is not experiencing homelessness, a person acting as parent must complete the [Affidavit of Person Acting as Parent \(PBSD 1543\)](#). See [School Board Policy 5.011\(8\)](#) for guidelines regarding the use of this form.

The SDPBC [New and Returning Student Registration Form \(PBSD 0636\)](#), must be completed by the parent(s), signed, and returned to school at the beginning of each school year or when the student enters the SDPBC. This form is available in Spanish, Creole, and Portuguese. Parent(s) needing additional language assistance can contact the [Department of Multicultural Education](#) at: (561) 434-8620. 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) to promptly notify the school, in writing, of any change in a student's address.

STUDENT RESIDENCE ENROLLMENT REQUIREMENTS

Per [School Board Policy 5.011](#), residence and/or address shall mean the home location where the student and a parent (if applicable) are primarily living. Residence does not refer to citizenship or a proof of residence that would require a permanent resident card (Green Card) or any immigration documentation. Primary residence and/or address means the home in which the student and a parent (if applicable) lives most of the time.

⁷ For a student assigned to a school based on the student's residence under [School Board Policy 5.01\(1\)\(b\)](#), parent(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 Policies 5.01](#) and [5.011\(5\)](#), such as lease, mortgage, or utility bill. See acceptable documents, as well as **exceptions to providing proof of residence** within [School Board Policies 5.011](#) and [5.74](#). In cases where the family is unable to provide two (2) documents verifying proof of residence, an [Affidavit of Residence \(PBSD 1866\)](#) shall be completed by the parent. Additionally, schools must meet the language needs of parent(s) at all relevant stages of the registration process in a timely manner to ensure meaningful access to their students' educational opportunities.

A student must attend the school in his/her school attendance boundary unless otherwise formally approved for a different school. Students may also choose to attend virtual school in accordance with Florida law.

Examples of times a student is formally approved to attend a different school include:

- acceptance to a choice program;
- McKay Scholarship transfer;
- Individual Education Plan (IEP) or Education Plan (EP) placement; and/or
- voluntary and involuntary reassignment (as authorized by law or another School Board Policy).

Proof of Address Requirements ([School Board Policy 5.011](#))

Upon initial enrollment in a school, when a student's school assignment is based on residence, a student or parent must produce two (2) current documents reflecting the correct residential street address, with certain exceptions expressed in the policy. Post office boxes, private mailbox addresses, or commercial establishment addresses are insufficient. Examples of acceptable documents reflecting residential street addresses are as follows:

- home telephone or cellular telephone bill;
- electric bill;
- rent receipt with the name of the tenant and landlord and contact information for all parties;
- lease agreement with the name of the tenant and landlord and contact information for all parties (valid only through the expiration date indicated on the agreement. Upon expiration, parents must present a copy of the renewed or new agreement to the school office);
- mortgage;
- home purchase contract including specific closing date, with copy of the deed to be provided within thirty (30) days of closing date;
- State of Florida driver's license;
- State of Florida identification card;
- automobile insurance policy;
- credit card statement;
- United States Postal Service confirmation of address change;
- evidence of correspondence, including a stamped, addressed, postmarked envelope delivered to the home address; or
- Declaration of Domicile form from the County Records Department.

For additional information regarding student registration refer to [School Board Policy 5.011](#).

HEALTH REQUIREMENTS

Physical Examination

All pre-K, kindergarten, and new students seeking entrance into a public school in the SDPBC are required by [Florida Statute § 1003.22](#) and/or [School Board Policy 5.06](#) to present, at the time of entry, a valid health examination documented on State of Florida [School Entry Health Exam Form \(DH 3040\)](#) performed within one (1) year prior to enrollment. [\[State Board of Education Rule 6A-1.0985\]](#)

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS 2013-2014

STUDENTS	PHYSICAL EXAMINATION
All SDPBC students	School Health Entry Exam on Form DH 3040* required for pre-K, kindergarten and 7 th grade.
All transfer students within the SDPBC and other counties within the State of Florida (including private schools)	Review of School Health Entry Exam on Form DH 3040* (original or copy) for at least kindergarten and/or 7 th grade documentation.
All transfer students from another state or country	School Health Entry Exam Form DH 3040* (original or copy) required for all grades. Physicals presented on forms from another state are acceptable, if they include all components covered on Form DH 3040* and have the physician's signature and office stamp. Physicals must have been performed within one (1) year of enrollment, unless exempt based on a written request for religious reasons.

**Form DH 3040 - State of Florida School Entry Health Exam Form*

Immunization Requirements

All pre-K, kindergarten, and 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, a valid *Florida Certificate of Immunization Form (DH 680)*. In accordance with [State Board of Education Rule 6A-1.0985](#) and [Fla. Admin. Code 64D-3.046](#), students will not be admitted into class without proof of immunization with the physician's signature and office stamp, absent a lawful exception. If a hardship exists for parent(s) of transferring students, according to statute, it is permissible to allow thirty (30) school days for the transfer of records.

[The Florida Certification of Immunization Form \(DH 680\)](#) is available from either private physicians or the Florida Department of Health. For additional information see <https://www.flshots.com/flshots/RetrieveImmRcd/GetForm680.csp>. The form includes sections for temporary and permanent medical exemptions based on medical reasons. For example, the *Temporary Medical Exemptions* must have an expiration date and the *Permanent Medical Exemptions* must be signed by a physician (M.D. or D.O.), as well as specify which vaccine the student is exempt from and the valid clinical reason for exemption.

The *Certificate of Religious Exemption (DH 681)* is available only through the Florida Health Palm Beach County. Only an original DH 681, generated by The Florida Shots Program for the Health Department, will be accepted at school sites. Additional information can be located at: http://www.doh.state.fl.us/Disease_ctrl/immune/children/schedules/exemptions.html.

NOTE: Homeless students without immunization and physical exam documentation must be enrolled and receive a thirty (30) school day exemption. Follow-up with these students should be coordinated through the Homeless Education Assistance Resource Team (H.E.A.R.T) in Student Intervention Services.

According to the [Florida Department of Health Immunization Program](#) and [Department of Health Rule 64D-3.046](#), the required immunizations and dosages for elementary school students are as follows:

2013-2014 Immunization Requirements for Entry into Grades Pre-K through 5

	Pre-K* (Age 4)	K	1	2	3	4	5
DTaP/DT series	X*	X	X	X	X	X	X
Polio series	X*	X	X	X	X	X	X
MMR 2 doses	X*	X	X	X	X	X	X
Hepatitis B series	X*	X	X	X	X	X	X
Varicella 1 dose	X						
Varicella 2 doses		X	X	X	X	X	X
HIB series	X*						

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

Source: <http://www.floridahealth.gov/healthy-people-and-families/childrens-health/school-health/enrollment.html>

Immunization Forms

<p>Required Immunization Forms</p> <p>The following medical forms must be completed:</p> <ul style="list-style-type: none"> • Documentation of Immunization Form (DH 680 Part A-1) • Documentation of Temporary Medical Exemption Form (DH 680 Part B) • Documentation of Permanent Medical Exemption Form (DH 680 Part C)

KINDERGARTEN AND FIRST GRADE ENTRY REQUIREMENTS

Kindergarten

In accordance with [Florida Statute § 1003.21\(1\)\(a\)2](#), entering kindergarten students must attain the age of five (5) years on or before September 1 of the school year for which entry is sought.

Florida Kindergarten Readiness Screener (FLKRS)

The Florida Kindergarten Readiness Screener (FLKRS) must be administered within the first thirty (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 FLKRS, which includes the Early Childhood Observation System™ (ECHOS™) and The Broad Screen/Progress Monitoring Tool of the Florida Assessment for Instruction in Reading K (FAIR-K). Schools that do not use the Florida Assessment for Instruction in Reading K (FAIR-K) for progress monitoring, only need to administer the Early Childhood Observation System (ECHOS™) and the Broad Screen of the FAIR-K.

English Language Learners (ELLs)

For ELLs, administration of the FLKRS 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. A student identified, as ELL should be screened, unless the student has arrived in

the United States in the last thirty (30) days and has sufficient difficulty speaking, reading, writing or understanding the English language.

Exceptional Student Education (ESE) Students

An ESE student, who is entering kindergarten and has a current Individual Education Plan/Education Plan (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, following appropriate procedures. The IEP Team will determine whether the FLKRS is appropriate for kindergarten students with disabilities.

NOTE: Students who have been retained in kindergarten are not included in the administration of the FLKRS.

First Grade

In accordance with [Florida Statute § 1003.21\(1\)\(b\)](#), entering 1st grade students must attain the age of six (6) years on or before September 1 of the school year for which entry is sought.

- Students who have been enrolled in a public kindergarten must progress according to the District's Student Progression Plan.
- Students transferring from nonpublic kindergartens:
 1. must attain the age of 6 on or before September 1st of the school year for which entry is sought; and
 2. must have written verification of satisfactory completion of kindergarten requirements from the nonpublic school.

[Florida Statute § 1003.21](#)

- 1 (a) — All children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1 of any school year or who are older than years of age are required to attend school every school day of the 180-day school year term until their 16th birthday unless an exception exists.
- 2 (b) — Any child who has attained the age of six (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 six (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.

PLACEMENT OF TRANSFER STUDENTS

The following section addresses procedures relating to the acceptance of transfer work and credit for students, as specified in [Florida Statute § 1003.25](#) and [State Board of Education Rule 6A-1.09941](#).

GENERAL STUDENT TRANSFER INFORMATION

A student, who transfers to a SDPBC public school with documentation of completed coursework from a state or regionally accredited public or private school or institution, is awarded equivalent credits. Grades earned and offered for acceptance shall be accepted at face value subject to validation, if required by the receiving school's accreditation. In accordance with [State Board of Education Rule 6A-1.09941](#), if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first (1st) grading period.

Pursuant to [School Board Policy 8.14\(12\)](#), 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. 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:

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

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.

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. The student's custodial parent(s) may appeal the placement decision to the School District Superintendent/designee within fourteen (14) calendar days of the principal's decision.

KINDERGARTEN AND 1ST GRADE TRANSFER 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

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 1003.21, Florida Statutes; and
 - (e) evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.21, Florida Statutes.

Additional clarification of placement procedures for transferring kindergarten and 1st grade students from other states or countries is available from the School Counseling and Graduation Support Team. (Refer to <http://www.palmbeachschools.org/ssci/Mission.asp> for contact information.)

GRADES 2-5 TRANSFER STUDENTS

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.

- Grade 3 students who transfer from any public or private school in the United States or a foreign country after the current year's FCAT 2.0 Reading administration must show Good Cause for promotion prior to being promoted to 4th grade. Refer to Good Cause Exemption section and Florida Statute § 1008.25(6)(b).

If the transfer occurs after the current school year, and there is proof of promotion (i.e., report card) from the previous school, the student may be promoted based on this information.

ENGLISH LANGUAGE LEARNER (ELL) TRANSFER STUDENTS

In accordance with State Board of Education Rules 6A-6.0900 and 6A-6.0905, the School District of Palm Beach County Plan for Services to English Language Learners is available at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>. ELLs are identified and assessed to determine eligibility for services, in accordance with State Board of Education Rule 6A-6.0902(1)(2).

The English for Speakers of Other Languages (ESOL) coordinator/contact person and the school counselor/administrator shall 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 meeting must be conducted under the following circumstances: a student's placement is based on age, 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 participate in the ELL Committee and placement process. In accordance with [State Board of Education Rule 6A-6.0902\(3\)\(d\)](#), parent(s) have the right to choose the ESOL Instructional Model (sheltered, support, dual language) in which their child is served.

EXCEPTIONAL STUDENT EDUCATION (ESE) TRANSFER STUDENTS

The [State Board of Education Rules 6A-6.0331](#), [6A-6.0361](#), [School Board Policy 5.725](#), and the District's [Exceptional Student Education Policies and Procedures \(SP&P\)](#), address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the requirements for students who transfer to the SDPBC within Florida and students who transfer from outside of Florida.

ESE Students Who Transfer Within Florida

If an Exceptional Education Student (ESE) student, who had an IEP or EP that was in effect in a previous Florida school district, transfers to the SDPBC and enrolls in a new school, the SDPBC, in consultation with the parent(s), will provide a Free Appropriate Public Education (FAPE) to the student, which includes services comparable to those described in the child's IEP/EP from the previous Florida school district, until the SDPBC does either of the following:

- adopts the child's IEP/EP from the previous School District; or
- develops, adopts, and implements a new IEP/EP that meets the applicable requirements of [State Board of Education Rule 6A-6.03028](#) or [6A-6.03019\(1\)](#).

ESE Students Who Transfer From Outside Florida

If an Exceptional Student Education (ESE) student, who had an IEP or EP that was in effect in a previous school district in another state, transfers and enrolls in a new school within the same school year, the SDPBC, in consultation with the parent(s), will provide a FAPE to the student, which includes services comparable to those described in the child's IEP/EP from the previous District, until the SDPBC does both of the following:

- conducts an initial evaluation in accordance with [State Board of Education Rule 6A-6.0331](#) (if determined to be necessary by the SDPBC); and

- develops, adopts, and implements a new IEP/EP, if appropriate, that meets the applicable requirements of State Board of Education Rules 6A-6.03011 through 6A-6.0361⁸.

ESE Students Who Transfer with Section 504 Accommodation Plans

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 an active Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing active Section 504 Accommodation Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it is determined that the Section 504 Accommodation Plan is not appropriate; the school must evaluate the student consistently with Section 504 procedures, and develop and implement an appropriate Section 504 Accommodation Plan.

ATTENDANCE AND ABSENTEEISM

In accordance with [Florida Statute § 1003.24](#) and [School Board Policy 5.09\(1\)](#), school attendance is the direct responsibility of the parent(s) and child(ren). 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. Except as provided in [Florida Statute § 1003.24](#) and [State Board of Education Rule 6A-1.09513](#), 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. For detailed information regarding attendance requirements refer to [Florida Statute § 1003.21](#) and [School Board Policy 5.09](#).

ATTENDANCE POLICY AND PROCEDURES

The [SDPBC Student and Family Handbook](#) outlines the attendance procedures. All school procedures conform to the following District-wide procedures.

- Parent(s) should notify the school promptly to report any absences by submitting a written note or by telephone call. The date(s) of the absence and reason should be provided.
- School officials may require medical verification of absences. It is the responsibility of the student to make-up work missed because of absences.

Excused Absences

Per [School Board Policy 5.09](#), the following situations/reasons qualify as excused absences:

- student illness (if a student is continually sick and repeatedly absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);
- medical appointment;

⁸ State Board of Education Rules are located at: <https://www.flrules.org/default.asp>.

- ~~death in the family;~~
- ~~observance of a religious holiday or service (that is recognized as such by all members of the faith per [School Board Policy 5.095](#));~~
- ~~subpoena by a law enforcement agency or mandatory court appearance;~~
- ~~suspension⁹ (in-school and out-of-school);~~
- ~~field trips which are authorized by the principal; and/or~~
- ~~other individual student absences beyond the control of the parent or student (as determined and approved by the principal/designee. [[School Board Policy 5.09\(3\)\(a\)\(vi\)](#)]~~

Unexcused Absences

An unexcused absence is any absence that does not fall into one (1) of the above excused absence categories. [School Board Policy 5.09](#) mandates that each school in the District determine if an absence or tardiness is excused or unexcused according to the criteria established by the School Board within this Policy.

Make-Up Work

In accordance with [School Board Policy 5.09](#), for excused and unexcused absences, including suspensions, the student will be afforded the opportunity to make up work without academic penalty. For In-School Suspensions (ISS), students will receive assignments daily. For Out-of-School Suspensions (OSS), students will receive assignments in a timely manner.

- ~~For excused or unexcused absences, the number of days allowed to make-up work shall be the same as the number of days the student was absent. It is the student's responsibility to contact his or her teacher(s) about the make-up assignments and to complete all make-up work timely.~~
- ~~For Suspensions, ISS and OSS, all work is due on the day of return from the suspension.~~

Students with Active Section 504 Accommodation Plans

When a student with an active 504 Accommodation Plan has excessive absences, the student must demonstrate mastery. In each case, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability of record. If the Multi-Disciplinary Team determines that the absences are caused by the student's disability, the student's placement must be reevaluated for appropriateness. [[Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104](#)]

The Section 504 Accommodation Plan must address any additional accommodations, strategies, and/or interventions needed to ensure that the student has an equal opportunity to demonstrate course mastery.

⁹ Suspension, in-school and out-of-school, is the temporary removal of the student from his or her regular school program or all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the Principal or designee, as defined by [Florida Statute § 1003.01\(5\)\(a\)&\(b\)](#), and provided for in the [Code of Student Conduct, School Board Policy 5.1812](#)

Exceptional Student Education (ESE)

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 (1) indicator of a student's access to instruction. Refer to [State Board of Education Rule 6A-6.0331\(1\)\(c\)](#), [School Board Policy 5.725](#), and its referenced [Student Education Policies and Procedures \(SP&P\)](#).

If the IEP Team determines that the excessive absences are related to the student's disability, the IEP Team must take appropriate action, which may include waiver of the attendance guidelines in determining grades, as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences are not related to the student's disability, the student is treated the same as a General Education student.

Hospital/Homebound Services

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 can be found in [State Board of Education Rule 6A-6.03020](#) and is available in [School Board Policy 5.725](#); [Exceptional Student Education Policies and Procedures \(SP&P\)](#), pages 70-71; and [State Board of Education Rule 6A-6.03411](#). Additional information is provided by the Department of Exceptional Student Education at: <http://www.palmbeachschools.org/eese/hh.asp>.

NOTE: In accordance with [Florida Statute § 1003.33\(2\)](#), a student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

STUDENT WITHDRAWALS

PROCEDURES FOR STUDENT WITHDRAWAL

Withdrawal During the School Year

A student who leaves before the close of the school term shall receive grades on the report card covering the terms in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year. The parent(s) of a student who leaves school during the last two (2) weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete examinations as appropriate. Principals are authorized to make arrangements for the administration of any tests or examinations as appropriate, prior to withdrawal.

Principals may determine that the requirements for early withdrawal do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal and Area Superintendent.

Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a Home Education Program, the custodial parent(s) must initiate the withdrawal process at the school and notify the School District Superintendent/designee, in writing, of the intent to establish a Home Education Program for the student. The parent shall submit the Letter of Intent to the Home Education Office within thirty (30) days of the establishment of the Home Education Program. Information is provided by the School District's [Home Education Office](#). Parent(s) can also obtain assistance by contacting (561) 434-8052. [[Florida Statute § 1002.41](#) & [School Board Policy 8.14\(3\)\(4\)\(5\)](#)]

Home Education correspondence should be mailed to:

School District of Palm Beach County
Home Education Office
3308 Forest Hill Boulevard, Suite C-141
West Palm Beach, FL 33406-5813

CURRICULUM

The SDPBC Curriculum Guidelines incorporates the strands, performance standards as defined by the Florida Department of Education (FLDOE) Next Generation Sunshine State Standards (NGSSS), Common Core State Standards (CCSS), or Academically Challenging Curriculum to Enhance Learning (ACCEL) options, as applicable.

The curriculum includes standards for the following content areas:

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

These standards delineate the academic achievement for which the state will hold schools accountable. District adopted and/or District developed instructional materials are provided as tools to support instruction in elementary school classrooms. In addition, course descriptions or frameworks are provided for each elementary school course. These course descriptions meet the requirements of [State Board of Education Rules 6A-1.09412](#).

SPECIAL PROGRAMS

English for Speakers of Other Languages (ESOL) Programs

In accordance with [State Board of Education Rules 6A-6.0902, 6A-6.0903, 6A-6.0904; 6A-6.0908](#), students who are identified as English Language Learners (ELLs) must be given equal access to the general curriculum, as defined by the SDPBC Curriculum Guidelines. The General Education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The student's Individual ELL Plan documents the instructional strategies required to ensure the student an equal opportunity to master the General Education curriculum. For full explanation of services and models, refer to the [School District of Palm Beach County's ESOL Procedures Manual](#) (Section 2) located at: <http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.asp>.

Refer to [State Board of Education Rule 6A-6.09022](#) for more information on the extension of services for ELLs, [State Board of Education Rule 6A-6.0903\(2\)](#) for the requirements for exiting ELLs from ESOL Programs, and [State Board of Education Rule 6A-6.09031](#) for post-reclassification of ELLs.

Gifted Education Programs

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. [[State Board of Education Rule 6A-6.030191](#)]

Students identified as gifted, under [State Board of Education Rule 6A-6.03019](#), have an Educational Plan (EP) that outlines goals, strengths, and weaknesses that provide 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](#) and the [Exceptional Student Education Policies and Procedures \(SP&P\)](#) pertaining to gifted students.

Section 504 Accommodation Plans

A student is eligible for accommodations, under Section 504 of the Rehabilitation Act of 1973, if the student is determined to have a physical or mental impairment that substantially limits one (1) or more major life activity of such student. In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

A student meets the requirement of being regarded as having impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life

activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six (6) months or less. A Multi-Disciplinary Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one (1) or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An episodic or in remission impairment is a disability if it would substantially limit a major life activity when active. Impairment that substantially limits one (1) major life activity need not limit other major life activities in order to be considered a disability.

The determination of whether the impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- medication, medical supplies, equipment or appliances, low vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- use of assistive technology;
- reasonable accommodations or auxiliary aids or services; or
- learned behavioral or adaptive neurological modifications.

However, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity.

To ensure compliance for all school decisions made under Section 504 and ADA, two (2) components are necessary. First, the parent(s) must always be notified of any meeting scheduled to determine eligibility or subsequent meetings to make changes to the Section 504 Accommodation Plan. Secondly, service, accommodation, and placement decisions must be made by the student's Multi-Disciplinary Team. A Section 504 Accommodation Plan cannot be changed without proper parental notice and a Multi-Disciplinary Team Meeting. 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. [Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104]

Exceptional Student Education (ESE) Programs

Pursuant to [School Board Policy 5.725](#) and [State Board of Education Rule 6A-6.03028](#), Individual Education Plans (IEPs) for students with disabilities enrolled in an Exceptional Student Education (ESE) Program must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. Refer to [School Board Policy 5.725](#), the [Student Education Policies and Procedures \(SP&P\)](#) and [Florida Statutes §§ 1003.57](#), [1003.571](#), and [1003.5715](#).

All students must be given access to the general curriculum, 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 should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one (1) or more content areas may be more appropriate. The Next Generation Sunshine State Standards (NGSSS) include access points for students with significant disabilities. These access points are expectations for students with significant cognitive disabilities to access the General Education curriculum. Access points reflect the core intent of the standards with reduced levels of complexity. (Refer to [State Board of Education Rule 6A-1.09414](#) for course descriptions).

In all cases, the IEP Team, which must include the parent(s), makes special program placements and educational decisions. The IEP must include 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. As appropriate, the IEP should enable the parent(s) and student to be involved in determining how the student will be involved/progress in the general curriculum, and how the student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)2](#)]

The IEP Team must draft benchmarks and short term objectives for students with disabilities who take the alternative assessments aligned to alternative achievement standards. The IEP Team has the discretion to also draft benchmarks and short term objectives for other students with disabilities. [[State Board of Education Rule 6A-6.03028](#)]

The IEP may specify whether accommodations¹⁰/modifications¹¹ 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

¹⁰ 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.

¹¹ Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. Modifications to basic or vocational courses may include: increased or decreased instructional time; varied use of methodology; special communications systems (which may be used by the teacher or the student); classroom or district test administration procedures; and other evaluations procedures (which may be modified, as specified in [State Board of Education Rule 6A-1.0943](#)) to accommodate the student's handicap. (See [State Board of Education Rule 6A-6.0312](#), for course modifications for Exceptional Students).

standards. The IEP must be implemented as drafted by the IEP Team. The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class. (Refer to [Student Education Policies and Procedures \(SP&P\)](#) for details.)

In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or severity of the disability are such that education in General Education classes, with the use of supplementary aids and services cannot be achieved satisfactorily. [[Student Education Policies and Procedures \(SP&P\)](#)]

The SDPBC shall establish procedures that provide the opportunity for one (1) or both of the student's parent(s) to participate in meetings and decisions concerning the student's IEP. A written notice of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, as well as whom, by title or position, will be attending.

Home Education Program

The School Board recognizes the rights of parent(s) to educate their child(ren) at home in lieu of regular attendance in a public or private school. This policy is to ensure the Home Education Program for students of the School District of Palm Beach County (SDPBC) are conducted in accordance with state laws and regulations. [[School Board Policy 8.14](#)]

A Home Education Program is sequentially progressive instruction of a student directed by his/her parent(s). The parent(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 is responsible for submitting an annual evaluation, in accordance with [Florida Statute § 1002.41](#). Information and forms are available at <http://www.palmbeachschools.org/homeeducation>.

Home Education correspondence should be mailed to:

School District of Palm Beach County
Home Education Office
3308 Forest Hill Boulevard, Suite C 141
West Palm Beach, FL 33406

Virtual Instruction

[Florida Statute § 1002.45](#) authorizes school districts to implement virtual instruction programs through district-operated or contracted providers approved by the Florida Department of Education. The SDPBC provides full-time and part-time K-12 virtual instructional programs. [[Florida Statutes §§ 1002.37, 1001.42\(23\), State Board Education Rules 6A-6.0980, & 6A-6.0981](#)]

A student who is a full-time student attending a traditional public school in the SDPBC must have permission from his/her school counselor and principal to enroll in virtual education

courses. For more information, see program descriptions at: www.palmbeachvirtual.org. Student eligibility for participation is determined by [Florida Statute § 1002.455](#), and participation requirements are set forth in [Florida Statute § 1002.45\(6\)](#).

Registered home education students may take a partial or full schedule with School District Florida Virtual School (FLVS) franchises or approved virtual education providers in accordance with [Florida Statutes §§ 1002.37](#) and [1002.41](#). The Home Education Office must provide verification of active status and compliance for all registered home education students who enroll with FLVS as outlined in the District's FLVS Agreement.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

The SDPBC provides unique learning opportunities and options for students on various levels of learning. The ACCEL options provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through 12th grade. Eligibility requirements and procedures have been established by the SDPBC. According to [Florida Statute § 1002.3105](#), ACCEL options include, but are not limited to the following:

- whole grade and midyear promotion;
- subject matter acceleration;
- virtual instruction; and
- Credit Acceleration Program (CAP).

Additional acceleration options including, but are not limited to STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced content instruction, or telescoping curriculum. Parents and students should contact the school for acceleration options and eligibility criteria.

Schools shall notify parents and students of the District's process by which a parent may request student participation in whole grade promotion, midyear promotion, or subject matter acceleration that would result in the student attending a different school.

Schools shall advise students and parents to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole grade promotion, midyear promotion, and subject matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal. Schools shall also advise parents to contact the principal at the student's school for information related to eligibility requirements for ACCEL options.

Credit Acceleration Program (CAP)

- The CAP Program allows a student to earn high school credit in Algebra 1, Geometry, United States History, or Biology, if the student passes the statewide, standardized assessments administered under [Florida Statute § 1008.22](#).

- ~~Course credit shall be awarded to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide standardized assessment.~~

Eligibility Criteria for CAP

EOC	Prerequisite required for CAP
Algebra 1	FCAT 2.0 Math Level 5 or comparable standardized assessment (prior two years); and Algebra 1 Diagnostic EOC score of Level 5
Geometry	Algebra 1 EOC score of Level 5; and Geometry Diagnostic EOC score of Level 5
Biology	Reading and Math Level 5 or comparable standardized assessment (prior two years); and Biology Diagnostic EOC score of Level 5
U.S. History	Reading FCAT 2.0 of Level 5 or comparable standardized assessment (prior two years); and U.S. History Diagnostic EOC score of Level 5

~~Requests for CAP should be made by the parent(s) on the Credit Acceleration Program (CAP) Request form, which is available at the student’s school. The principal may also initiate student participation in CAP.~~

~~Subject Area Acceleration (Including Virtual Instruction in Higher Grade Level Subjects)~~

~~For subject area¹² acceleration to occur, all of the following indicators must be met:~~

- ~~Student must have a recommendation supported by the School Based Team, school counselor, teacher(s) of record for the subject area requested, and approval of school principal as noted on the [Elementary School Acceleration Plan and Performance \(PBSD 2500\)](#).~~
- ~~Student must be in attendance in the school where the ACCEL request is being made for a minimum of thirty (30) consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.~~
- ~~Student must demonstrate regular attendance and punctuality during the previous nine (9) academic months.~~
- ~~Student must meet all expectations on Characteristics of Proficient Learners, as identified on the report card.~~
- ~~Student must demonstrate an overall high academic performance (i.e., report card ratings of “Exemplary” or all “A”s in subject area requests for acceleration).~~

¹² ~~Schools should continue to follow their current practice and eligibility criteria for placing students in individual courses that are above the student’s current grade level. Virtual Education including middle school course for 4th and 5th grade students with FCAT Levels 4 and 5 are still accelerated options.~~

- ~~Student must demonstrate mastery of K-3 Common Core State Standards (CCSS) in reading, mathematics, and writing as related to the subject area being requested for acceleration. Student mastery levels must reflect scores in the 9th stanine or equivalent. In Grades 4-5, student must demonstrate the following as related to the subject area being requested: a Level 5 on the Reading and Mathematics FCAT 2.0; in science, a proficiency score of 225-260; and in writing a Level of 5.~~

Whole-Grade and Midyear Promotion

For whole-grade promotion and/or midyear promotion to occur, all of the following indicators must be met:

- ~~Acceleration for specific core courses should be **considered**.~~
- ~~Gifted Program eligibility should be **considered**.~~
- ~~Recommendation supported by School Based Team, school counselor, two (2) of the student's current or former core curriculum teachers, and approval from the school principal, as noted on the [Elementary School Acceleration Plan and Performance Contract \(PBSD 2500\)](#). For promotion to 6th grade, the signatures of the middle school principal/designee and Area Superintendent are required.~~
- ~~Student must be in attendance in the school where the ACCEL request is being for a minimum of thirty (30) consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.~~
- ~~Student must demonstrate regular attendance and punctuality during the previous nine (9) academic months.~~
- ~~Student must meet all expectations on Characteristics of Proficient Learners, as identified on the report card.~~
- ~~Student must demonstrate an overall high academic performance by report card ratings of "Exemplary" or all "A"s in core areas.~~
- ~~Student must demonstrate proficiency on the Grade 3 FCAT 2.0. In order for a student in 2nd grade to be promoted to 4th grade, the student must first have a midyear promotion to 3rd grade to enable the student to take the Grade 3 FCAT 2.0. Upon successful completion of the second part of Grade 3, including earning a passing score on the Grade 3 FCAT 2.0, the student will be eligible for promotion to 4th grade.~~
- ~~Student must demonstrate mastery of K-3 Common Core State Standards in mathematics, reading, and writing. Mastery levels must reflect scores in the 9th stanine or equivalent. In Grades 4-5, student must demonstrate a Level of 5 on the FCAT 2.0 Reading and Mathematics; on Grade 5 FCAT 2.0, a performance score of 225-260; and on Grade 4 FCAT 2.0 Writing a Level 5.~~

Recommended Assessments for Subject Area Acceleration (Whole-Grade & Midyear Promotion)

All available data must be considered. ~~Mastery levels for eligibility reflect scores in the 9th stanine, highest level, or equivalent. The following data/assessments must be considered, if available:~~

- ~~Current available FCAT scores, Florida Standards scores, or comparable state standardized exams~~
- ~~Most recent SDPBC diagnostic scores~~
- ~~Fountas and Pinnell Reading Running Records~~
- ~~Psycho-educational assessment~~
- ~~Midyear and end-of-year exams, as appropriate~~
- ~~Work samples of products~~

Procedures for Requesting Acceleration

~~Parent(s) and students should contact the school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration.~~

- ~~1. Parent submits written request for ACCEL option to the principal. The principal may also initiate student participation in ACCEL. If the principal initiates the student's participation in an ACCEL option, the parent(s) must be notified.~~
- ~~2. School principal prescreens initial student eligibility in accordance with acceleration guidelines outlined above and refers to the School Based Team (SBT).~~
- ~~3. The principal and the SBT determine the student's eligibility in accordance with acceleration guidelines outlined above.~~
- ~~4. The principal and the SBT, in conjunction with parent and student, develop the [Elementary School Acceleration Plan and Performance Contract \(PBSD 2500\)](#), which include an acceleration plan and timeline.~~
- ~~5. Once the Plan is implemented, the student's progress will be monitored throughout the first sixty (60) consecutive school days of acceleration. If at any time, during the progress monitoring period, there are student, teacher, parent, or principal concerns, the Plan will be reviewed by the SBT and appropriate placement will be made. Any change of placement should be made prior to the end of the monitoring period. After successful completion of the monitoring period, the student should remain on the accelerated track.~~

ASSESSMENTS

~~Each student's progression from one grade to another is determined, in part, upon proficiency in reading, writing, mathematics, and/or science. Information in the Student Progression Plan facilitates recognizing such proficiency. (Refer to [Student Performance Level Charts](#) section). In accordance with [Florida Statute § 1008.25\(1\)](#), each student and his/her parent will be informed of the student's progress. (Refer to [Reporting Student Progress](#) section).~~

STATEWIDE ASSESSMENTS

Florida Comprehensive Assessment Test (FCAT) 2.0

~~In accordance with [Florida Statute § 1008.22\(3\)&\(6\)](#) and [State Board of Education Rule 6A-1.09422](#), all eligible elementary students in grades 3 and above must above must participate in all regular state and district assessments for accountability purposes, except as prescribed by~~

the Commissioner of Education. The FCAT 2.0 is the current statewide assessment. The FCAT 2.0 measure student achievement of the Next Generation Sunshine State Standards (NGSSS) in the following subjects: reading and mathematics in grades 3-5, science in 5th grade, and writing in 4th grade.

End-of-Course Assessments

All elementary grade students enrolled in any of the courses that require an End-of-Course (EOC) Assessment shall participate in the EOC Assessment administration that is specific to that course.

The Florida Alternate Assessment (FAA)

The FAA provides options to those students for whom participation in the FCAT 2.0 is not appropriate, even with accommodations, as identified in the student's Individualized Education Plan (IEP). It is expected that only students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Act (IDEA) will participate in the FAA.

Statewide Assessment Program Schedule

For more information on statewide assessments refer to the *Florida Statewide Assessment Program 2013-2014 Schedule* located at:

http://info.fldoe.org/docushare/dsweb/Get/Document_6453/clarif1213release1314a.pdf.

NOTE: Each student who does not meet specific levels of performance in reading, writing, mathematics, and science for each grade level, as determined by the School District and 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\(4\)\(a\)](#)]

OTHER ASSESSMENTS

National and International Education Comparisons

Pursuant to [Florida Statute § 1008.22 \(2\)](#), Florida school districts shall participate in the administration of the National Assessment of Educational Progress, or similar national or international assessments, both for the national sample and for any state-by-state comparison programs that may be initiated, as directed by the Commissioner. The administration of such assessments shall be in addition to, and separate from, the administration of the statewide, standardized assessments.

Kindergarten Assessments

- The Florida Kindergarten Readiness Screener (FLKRS)
- SDPBC Literacy Assessment System: 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, Retelling/Comprehension Conversation and Writing About Reading~~

- ~~● Florida Assessment Instruction in Reading (FAIR) — as required for only select schools~~
- ~~● District adopted mathematics and reading program assessments~~
- ~~● District adopted science program assessments~~
- ~~● District developed literacy assessments~~
- ~~● District adopted writing program assessments~~

First Grade Assessments

- ~~● The SDPBC Literacy Assessment System: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Records, Retelling/Comprehension Conversation and Writing About Reading~~
- ~~● Florida Assessment Instruction in Reading (FAIR) — as required for only select schools~~
- ~~● Palm Beach Performance Assessment~~
- ~~● District adopted mathematics and reading program assessments~~
- ~~● District adopted science program assessments~~
- ~~● District developed literacy assessments~~
- ~~● District adopted writing program assessments~~

Second Grade Assessments

- ~~● The SDPBC Literacy Assessment System: 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, Retelling/Comprehension Conversation and Writing About Reading~~
- ~~● Florida Assessment Instruction in Reading (FAIR) — as required for only select schools~~
- ~~● Scholastic Reading Inventory (SRI) — optional additional assessment~~
- ~~● Palm Beach Performance Assessment~~
- ~~● District adopted mathematics and reading program assessments~~
- ~~● District adopted science program assessments~~
- ~~● District developed literacy assessments~~
- ~~● District adopted writing program assessments~~

Third Grade Assessments

- ~~● The SDPBC Literacy Assessment System: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, and Word Writing, Reading Running Record Retelling/Comprehension Conversation, and Writing About Reading~~
- ~~● Florida Assessment Instruction in Reading (FAIR) — as required for only select schools~~
- ~~● Palm Beach Performance Assessment~~
- ~~● Scholastic Reading Inventory (SRI) — optional additional assessment~~
- ~~● District adopted mathematics program assessments~~
- ~~● District adopted science program assessments~~

- ~~District developed literacy, mathematics, science, and social studies assessments~~
- ~~District adopted writing program assessments~~

Fourth Grade Assessments

- ~~The SDPBC Literacy Assessment System Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, and Word Writing. Reading Running Records, Retelling/Comprehension Conversation, and Writing About Reading~~
- ~~Florida Assessment Instruction in Reading (FAIR) — as required for only select schools~~
- ~~Palm Beach Writes (narrative and expository prompts)~~
- ~~Scholastic Reading Inventory (SRI) — optional additional assessment~~
- ~~District adopted mathematics~~
- ~~District adopted science program assessments~~
- ~~District developed literacy, mathematics, science, and social studies assessments~~
- ~~District adopted writing program assessments~~

Fifth Grade Assessments

- ~~The SDPBC Literacy Assessment System: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, and Word Writing. Reading Running Records, Retelling/Comprehension Conversation, and Writing About Reading (optional additional assessment)~~
- ~~Florida Assessment Instruction in Reading (FAIR) — as required for only select schools~~
- ~~Palm Beach Performance Assessment~~
- ~~Scholastic Reading Inventory (SRI) — optional additional assessment~~
- ~~District adopted mathematics program assessments~~
- ~~District adopted science program assessments~~
- ~~District developed literacy, mathematics, science, and social studies assessments~~
- ~~District adopted writing program assessments~~

PROMOTION

STUDENT PERFORMANCE LEVELS (READING, WRITING, MATHEMATICS, AND SCIENCE)

In accordance with [Florida Statute § 1008.25](#), the SDPBC must 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, as referenced in [Florida Statute § 1008.25\(6\)\(a\)](#). No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance levels for Next Generation Sunshine State Standards (NGSSS) or Common Core State Standards (CCSS), as set forth in [State Board of Education Rule 6A-1.09401](#).

Various indicators, including but 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 student in grades K-3, as referenced in [Florida Statute § 1002.20\(11\)](#), and in grades 4-5.

Teacher Judgment for Promotion

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 the following:

- previous retentions;
- level of text at which student is independently successful;
- observations;
- checklists;
- student portfolios;
- classroom assessments; and/or
- current grades/marks.

STUDENT PERFORMANCE LEVEL CHARTS

The student performance level charts show identified performance levels as they relate to Reading, Writing, and Mathematics FCAT 2.0, as well as other assessments and indicators.

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 (1) or more of these areas.

The following charts, in relation to remediation, are based upon [Florida Statutes §§ 1002.20\(11\)](#) and [1008.25\(4\)](#).

KINDERGARTEN

DECISIONS FOR NEXT YEAR		
FACTORS TO CONSIDER WHEN DECISION MAKING Classroom Performance: * Teacher Judgment Based on Observations, Checklists, Conferencing Notes, etc. * School District of Palm Beach County Literacy Assessment System Results * Writing Samples * Other Literacy Assessment Results * Mathematics Series Performance/Assessment Results * ESE Students with Disabilities ONLY-- Performance Based on IEP Goals and Objectives * Principal Recommendation * English Language Development Continuum (English Language Learners (ELLs) ONLY) Levels below are provided by the Florida Department of Education, Department of Elementary Curriculum, Office of Assessment, Department of Assessment, and Fountas and Pinnell Guided Reading Levels that are incorporated herein by reference as part of this Plan.		
Student Performance Level	SCHOOL DISTRICT OF PALM BEACH COUNTY LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	
Above Grade Level	Guided Reading Level F-G or above Independent	
At Grade Level	Guided Reading Level D-E Independent	
Below Grade Level	Minimally (up to 6 months)	Promote with a Progress Monitoring Plan Must provide daily iii*
	Considerably (6 months to a year)	Retain or Promote with a Progress Monitoring Plan Must provide daily iii*
	Substantially (more than a year)	Retain or Promote with a Progress Monitoring Plan Must provide daily iii*
Remediation and Retention		

Information on retention of English Language Learners (ELLs) can be found in the current Student Progression Plan.

* iii- immediate intensive intervention

GRADE 1

<p>FACTORS TO CONSIDER WHEN DECISION MAKING Classroom Performance: * Teacher Judgment Based on Observations, Checklists, Confering Notes, etc. * School District of Palm Beach County Literacy Assessment System Results * Other Literacy Assessment Results * Palm Beach Performance Assessments * Principal Recommendation * Other Literacy Assessment Results * Mathematics Series Performance/Assessment Results * ESE Students with Disabilities ONLY-- Performance Based on IEP Goals and Objectives * English Language Development Continuum (English Language Learners (ELLs) ONLY) Levels below are provided by the Florida Department of Education, Department of Elementary Curriculum, Office of Assessment, Department of Assessment, and Fountas and Pinnell Guided Reading Levels that are incorporated herein by reference as part of this Plan.</p>		<p align="center">NEXT DECISIONS FOR YEAR</p>	
<p>Student Performance Level</p>	<p align="center">SCHOOL DISTRICT OF PALM BEACH COUNTY LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System</p>	<p align="center">Writing: Palm Beach Performance Assessment</p>	<p align="center">Promotion or Retention</p>
<p align="center">Above Grade Level</p>	<p align="center">Guided Reading Level K-L and above Independent</p>	<p align="center">5.0, 5.5, or 6.0</p>	<p align="center">Promote to second grade</p>
<p align="center">At Grade Level</p>	<p align="center">Guided Reading Level I-J Independent</p>	<p align="center">3.5, 4.0, or 4.5</p>	<p align="center">Promote to second grade</p>
<p align="center">Below Grade Level</p>	<p align="center">Guided Reading Level G-H Independent</p>	<p align="center">3.0</p>	<p align="center">Promote with a Progress Monitoring Plan Must provide daily iii*</p>
<p align="center">Minimally (up to 6 months)</p>	<p align="center">Guided Reading Level F Independent</p>	<p align="center">2.0 or 2.5</p>	<p align="center">Retain with or Promote with a Progress Monitoring Plan Must provide daily iii*</p>
<p align="center">Considerably (6 months to a year)</p>	<p align="center">Guided Reading Level E Independent</p>	<p align="center">0, 1.0, or 1.5</p>	<p align="center">Retain with or Promote with a Progress Monitoring Plan Must provide daily iii*</p>
<p align="center">Substantially (more than a year)</p>	<p align="center">Guided Reading Level E Independent</p>	<p align="center">0, 1.0, or 1.5</p>	<p align="center">Retain with or Promote with a Progress Monitoring Plan Must provide daily iii*</p>

Information on retention of English Language Learners (ELLs) can be found in current Student Progression Plan.

*iii- immediate intensive intervention

GRADE 2

FACTORS TO CONSIDER WHEN DECISION MAKING		DECISIONS FOR NEXT YEAR	
<p>Classroom Performance: * Teacher Judgment Based on Observations, Checklists, Conferencing Notes, etc. * School District of Palm Beach County Literacy Assessment System Results * Palm Beach Performance Assessments</p> <p>* Other Literacy Assessment Results * Mathematics Series Assessment Results * Principal Recommendation</p> <p>* 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 Florida Department of Education, Department of Elementary Curriculum, Office of Assessment, Department of Assessment, and Fountas and Pinnell Guided Reading Levels that are incorporated herein by reference as part of this Plan.</p>			
Student Performance Level	SDPBC LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	Writing: Palm Beach Performance Assessment	SRI-I Spring Lexile (optional – additional assessment)
Above Grade Level	Guided Reading Level O and above Independent	5.0, 5.5, or 6.0	516-762
At Grade Level	Guided Reading Level M-N Independent	3.5, 4.0, or 4.5	365-515
Below Grade Level	Minimally	3.0	130-364
	Considerably	2.0 or 2.5	129 or below
	Substantially	0, 1.0, or 1.5	
		<p>Promote to third grade</p>	
		<p>Promote with a Progress Monitoring Plan Must provide daily iii*</p>	
		<p>Retain with or Promote with a Progress Monitoring Plan Must provide daily iii*</p>	
		<p>Retain with or Promote with a Progress Monitoring Plan Must provide daily iii*</p>	
<p align="center">Remediation and Retention</p>			

Information on retention of English Language Learners (ELLs) can be found in current Student Progression Plan.

*ii- immediate intensive intervention

GRADE 2

FACTORS TO CONSIDER WHEN DECISION MAKING		DECISIONS FOR NEXT YEAR	
Classroom Performance: Teacher judgment based on observations, checklists, conferring notes, etc. School District or Palm Beach County Literacy Assessment System Results: Palm Beach Performance Assessments * Other Literacy Assessment Results: Mathematics Series Assessment Results Classroom Grades Principal Recommendation Performance Based on EPI 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, Department of Elementary Curriculum, Office of Assessment, Department of Assessment, and Florida State Board of Education. Reading Levels that are incorporated herein by reference are part of this plan.			
Student Performance Level	FCAT 2.0 Reading Developmental Scale Score (DSS)	SRI Spring Lexile (optional additional assessment)	SDPBC LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System
Above Grade Level	227-260	889 or above	Writing: Palm Beach Performance Assessment 5.0, 5.5, or 6.0
Level 4	210-226	710-888	229-260 214-228
Level 3	198-209	534-709	3.5, 4.0, or 4.5
Level 2	182-197	355-533	3.0
Level 1*	140-181	354 or below	0, 1.0, 1.5, 2.0, or 2.5
		Promotion or Retention	
		Promote to fourth grade	
		Refer to bottom of this page. Must be provided PMP and daily *	

RETENTION—According to Florida Statute 008.25(5)(6), students whose score on the Performance Level on the grade 2 CAIT 2.0 Reading is not exempted for good cause (See revised Good Cause Exemption Information Bulletin #EP-2024-CAO/SCLE issued March 21, 2024, along with the grade level good cause exemption section in the current student progression plan). Students whose score on the Performance Level on the grade 2 CAIT 2.0 Reading is not exempted for good cause and/or classroom performance in reading, writing, mathematics, and science indicates that they are below grade level and should be retained, unless exempted from retention for good cause. Compelling verifiable evidence indicating student performance at or near grade level may be utilized in a decision to promote such students. Students whose score on the Performance Level on the grade 2 CAIT 2.0 Reading is not exempted for good cause and/or classroom performance in reading, writing, mathematics, and science indicates that they are below grade level and should be considered for promotion with the Progress Monitoring Plan (PMP). Such student may also be promoted without PMP, and compelling, verifiable evidence overwhelming indicates that the student performing above achievement level. All students whose score on the Performance Level on the grade 2 CAIT 2.0 Reading is not exempted for good cause and/or classroom performance in reading and must be provided daily immediate intensive intervention (iii).

Information on retention for English Language Learners (ELLs) can be found in the current student progression plan.

*iii-Immediate intensive intervention

GRADE 4

FACTORS TO CONSIDER WHEN DECISION MAKING					DECISIONS FOR NEXT YEAR
Student Performance Level	FCAT 2.0 Reading Developmental Scale Score (DSS)	SRI-I Spring Lexile (optional – additional assessment)	SDPBC LITERACY ASSESSMENT SYSTEM LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	FCAT 2.0 Writing		FCAT 2.0 Mathematics Developmental Scale Scores DSS
Above Grade Level	238-269	1038 or above	Guided Reading Level U and above Independent	5.0, 5.5, or 6.0	240-271
Level 5	221-237	856-1037			224-239
Level 4					
At Grade Level	208-220	720-855	Guided Reading Level S-T Independent	3.5, 4.0, or 4.5	210-223
Level 3	192-207	508-719	Guided Reading Level R-S Independent	3.0	197-209
Level 2	154-191	507 or lower	Guided Reading Level Q Independent	0, 1.0, 1.5, 2.0, or 2.5	155-196
Level 1					
Below Grade Level					

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 (See revised Good Cause Exemption information in Bulletin #EP-2024-CAO/SCLE as of March 21, 2012, along with the Grade 3 Good Cause Exemption section in current Student Progression Plan). 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 PMP, if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Achievement Level 3. However, such students may be retained if compelling, verifiable evidence shows that the student's classroom performance is equivalent to Achievement Level 1 or lower Level 2.

Information on retention of English Language Learners (ELLs) can be found in the current Student Progression Plan.

*iii- immediate intensive intervention

GRADE 5

FACTORS TO CONSIDER WHEN DECISION MAKING					DECISIONS FOR NEXT YEAR
Student Performance Level	FCAT 2.0 Reading Developmental Scale Score (DSS)	SRI-I Spring Lexile	SDPBC LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	Writing: Palm Beach Performance Assessment		FCAT 2.0 Mathematics Developmental Scale Scores DSS
Above Grade Level	Level 5	1165 and above	Guided Reading Level W and above Independent	5.0, 5.5 or 6.0	247-279
	Level 4	975-1164			234-246
At Grade Level	Level 3	836-974	Guided Reading Level V Independent	3.5, 4.0 or 4.5	220-233
Below Grade Level	Level 2	655-835	Guided Reading Level T-U Independent	3.0	205-219
	Level 1	654 or below	Guided Reading Level S Independent	0, 1.0, 1.5, 2.0 or 2.5	163-204

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 (See revised Good Cause exemption information in Bulletin #EP-2024-CAO/SCLE as of March 21, 2012, along with the Grade 3 Good Cause Exemption section in current Student Progression Plan). 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 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.

Information on retention of English Language Learners (ELLs) can be found in the Student Progression Plan.

*ii- immediate intensive intervention

PROGRESS MONITORING

PROGRESS MONITORING PLAN (PMP) PROCESS

A PMP is intended to provide the SDPBC and the school flexibility in meeting the academic needs of the student. A student who is not meeting the School District or State's requirements for proficiency in reading, writing, mathematics, and science must have one (1) of the following plans to target instruction and identify ways to improve his/her academic achievement:

- a federally required student plan addressing specific needs, such as an Individual Education Plan (IEP);
- a school-wide system of progress monitoring for all students; or
- an individualized PMP.

English Language Learners (ELLs)

If a student has an ELL Plan, this Plan may include strategies and the student may not need a PMP. However, if the ELL Plan does not include the required strategies to remediate the student's deficiency, a PMP can be written. An ELL Plan can be amended to include the strategies so that a PMP would not be necessary.

Implementing a Progress Monitoring Plan (PMP)

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, mathematics, and science, and for each grade level or who scores below Level 3 on the Reading or Mathematics FCAT 2.0, 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\(4\)\(a\)](#)] If the student has been identified as having a deficiency in reading, refer to the K-12 Comprehensive Reading Plan, which includes instructional and support services to meet the desired levels of performance.
 - 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) and progress monitoring a minimum of three (3) times per year. [[State Board of Education Rule 6A-6.054\(1\)\(K-12\)](#)]
 - Remediation must occur until expectations are met. ([Florida Statute § 1008.25\(4\)\(c\)](#) and [State Board of Education Rule 6A-6.054\(1\)\(b\)](#))
2. The PMP for a student who has been identified as deficient in reading must include the following:
 - a valid and reliable diagnostic assessment to identify the student's specific reading deficiency (i.e., the SDPBC Literacy Assessment System subtests, Reading Running Records, Comprehension Conversation, Writing About Reading, and other optional assessments from the Fountas and Pinnell Benchmark Assessment System);

- ~~the desired levels of performance in these content areas; and~~
 - ~~the instructional/support services to be provided to meet the desired levels of performance.~~
3. ~~At the conclusion of the school year, the teacher(s) of the student who had a PMP determine(s) 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 implemented for all students, including those who transfer into the School District, within forty five (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) 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 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.~~

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

The PMP should clearly identify:

- ~~the specific diagnosed academic need(s) to be remedied;~~
- ~~the success-based intervention strategies to be used;~~
- ~~a variety of remedial instruction to be provided;~~
- ~~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.~~

Exceptional Student Education (ESE) Students

~~The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires that the Individual Education Plan (IEP) for each child with a disability include a statement of measurable annual goals, including academic and functional goals. The IEP must 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 shall convene 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 consider a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

REMEDATION AND RETENTION

In accordance with [Florida Statute § 1008.25\(2\)\(b\)](#), each district school board shall establish a comprehensive program for student progression which must include specific levels of performance in reading, writing, mathematics, and science for each grade level, including the levels of performance on statewide assessments which a student must receive remediation, or be retained within an intensive program. This intensive program must be different from the previous year's program and must take 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.

In accordance with [Florida Statute § 1008.25\(3\)\(a\)\(b\)](#), remedial and supplemental (academic) instruction resources must be allocated to students in the following priority:

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

READING REMEDIATION

Any student in kindergarten through 3rd grade 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. [[State Board of Education Rule 6A-6.054\(1\)\(a\)](#)]

- For students not participating in the statewide reading assessment, substantial deficiency in reading is defined through the use of the SDPBC Literacy Assessment System or teacher observation.
- For students required to participate in the statewide assessment, a substantial deficiency in reading can be determined by scoring Level 1 or Level 2 on FCAT 2.0 Reading.

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. Pursuant to [Florida Board of Education Rule 6A-6.054\(1\)\(b\)](#), the student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

- If the student's reading deficiency is not remedied by the end of 3rd grade, as demonstrated by scoring Level 2 or higher on the Grade 3 FCAT 2.0 Reading, the student must be retained. [[Florida Statute § 1008.25\(5\)\(b\)](#)]
- If a school is within the 100 lowest performing elementary schools in the State, on the State Reading Assessment, the school must provide an additional hour of instruction beyond the normal school day for each day of the entire school year for intensive reading instruction for

the students in the school. This additional hour of instruction must be provided only by teachers or reading specialists who are effective in teaching reading. Students with Level 5 assessment scores (on the Reading FCAT 2.0) may participate in the additional hour of instruction on an optional basis. [[Florida Statute § 1011.62\(1\)\(f\)\(2\)](#)]

K-3 READING DEFICIENCY AND PARENTAL NOTIFICATION

Pursuant to [Florida Statutes §§ 1002.20\(11\)](#) and [1008.25\(5\)\(c\)1](#), the parent(s) of any grade K-3 student who exhibits a deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten, 1st grade, 2nd grade, 3rd grade, or based on teacher observations, must be immediately notified in writing. In addition to informing the parents that their child has been identified as having a substantial deficiency in reading (per [Florida Statute § 1008.25\(5\)\(c\)](#)), the following information must be provided:

- a description, understandable to the parent(s), the exact nature of the difficulty in learning and lack of achievement in reading [[Florida Statute § 1002.20\(11\)](#)];
- 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](#));
- a description of the current services that are provided to the student ([Florida Statute § 1008.25\(5\)\(c\)2](#));
- the District's specific criteria and policies for midyear promotion ([Florida Statute § 1008.25\(5\)\(c\)7](#));
- That if the child's reading deficiency is not remediated by the end of 3rd grade, the child must be retained unless he/she is exempt from mandatory retention for Good Cause;
- That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion ([Florida Statute § 1008.25\(5\)\(c\)6](#)); and
- strategies for parent(s) to use in helping their child succeed in reading proficiency.

Per [Florida Statute § 1008.25\(5\)\(c\)4](#), the child must be retained unless he/she is exempt from mandatory retention for Good Cause, if the student's reading deficiency is not remediated by the end of 3rd grade.

The parent(s) will be aware of and consulted in the development of the strategies and interventions of the PMP at the school. [[Florida Statute § 1008.25\(4\)\(b\)](#)] The Division of Teaching and Learning has developed a brochure entitled, "Parents Helping Children with Reading," which is sent home with a letter to the parent(s) 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](#)]

MATHEMATICS REMEDIATION

Students in grades K-5 who are identified as being considerably or substantially below grade level in kindergarten through 2nd grade, or Level 1 or Level 2 in grades 3-5, as indicated on the [Student Performance Level Charts](#), must receive remediation in one (1) of the following ways:

- remediation in a before or after school tutorial program;
- small group instruction, based on documented student deficiencies;
- one on one instruction, based on documented student deficiencies; and/or
- computer software programs that work on fluency in basic skills (when appropriate).

MANDATORY REMEDIATION/RETENTION

Students in grades K-5 who are identified as being considerably or substantially below grade level in kindergarten through 2nd grade, or Level 1 or Level 2 in grades 3-5, as indicated on the [Student Performance Level Charts](#) in reading, writing, mathematics and/or science 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 with a Progress Monitoring Plan (PMP).

In accordance with [Florida Statute § 1008.25\(2\)\(b\)](#), the following options are available for students who have not met the levels of performance for student progression:

- remediation before the beginning of the next school year and promote; or
- retention or remediation, 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, mathematics, and/or science, 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 IN 3rd GRADE

Grade 3 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 3rd 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 be ready for promotion to the next grade. [[Florida Statute § 1008.25\(7\)\(a\)](#)]

Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. [[State Board of Education Rule 6A-6.054\(1\)](#)]

PARENT NOTIFICATION REQUIREMENTS

Written notification must be given to the parent(s) of any 3rd-grade student who is retained for reading stating that his/her child has not met the proficiency level required for promotion and the reasons why the child is not eligible for a Good Cause Exemption. The notification must comply with the Student Report Cards provisions of [Florida Statutes §§ 1002.20\(14\)](#) and [1003.33\(2\)](#), as well as 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\(7\)\(b\)2](#)]

INTENSIVE INSTRUCTION SERVICES FOR 3rd-GRADE

Grade 3 students retained for reading must be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in 3rd Grade Summer Reading Academy. In accordance with [Florida Statute § 1008.25\(7\)\(b\)1](#), these services and supports include a minimum of ninety (90) minutes of daily, uninterrupted, scientifically research-based reading instruction, an additional thirty (30) minutes of daily intensive immediate intervention, and other strategies, which may include, but are not limited to the following:

- small group instruction;
- integration of science and social studies content within the ninety (90) minute block;
- reduced teacher student ratios;
- more frequent progress monitoring;
- tutoring or mentoring;
- transition classes containing 3rd-grade and 4th-grade students; and/or
- extended school day, week, or year.

Third (3rd) grade students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation. [[Florida Statute § 1012.34](#)]

INTENSIVE ACCELERATION CLASS (IAC)

When applicable, each school must establish an Intensive Acceleration Class (IAC) for retained 3rd-grade students who subsequently score at Level 1 on the Florida Comprehensive Assessment test (FCAT) 2.0 Reading. The focus shall be to increase a student's reading level and English Language Arts skill level at least two (2) grade levels in one (1) school year. [[Florida Statute § 1008.25\(7\)\(b\)5](#)]

In accordance with [Florida Statute § 1008.25](#), IAC shall:

- be provided to any student in 3rd-grade who scores Level 1 on FCAT 2.0 Reading or the Common Core English Language Arts Assessment, as applicable, and who was retained in 3rd-grade the prior year because of scoring at Level 1;
- have a reduced teacher student ratio;

- provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the 4th-grade Next Generation Sunshine State Standards (NGSSS) in other core subject areas;
- use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; and
- provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist.

Supplemental Academic Instruction (SAI)

Third (3rd) grade students, who are retained, will receive additional reading instruction in the Supplemental Academic Instruction (SAI) Program. The SDPBC *Supplemental Academic Instruction Elementary School Guidance Document* provides for the following:

- a highly effective SAI teacher;
- 30-45 minutes of supplemental/additional instruction in reading (outside of the 90-minute reading block); and
- a maximum 1:6 teacher/student ratio during the SAI time block, with the exception of SAI teachers implementing the Leveled Literacy Intervention (LLI) System, which should follow specific implementation guidelines (ratio will be lower). SAI students will be prioritized according to the current year's SDPBC SAI Elementary School Guidance Document.

Instructional materials should include comprehensive research-based intervention strategies, which best meet the needs of the students. Students should be using materials that teach research-based reading strategies directly geared to their area(s) of weakness as identified by diagnostic assessments.

GOOD CAUSE EXEMPTION

Good Cause is defined as conditions that exist such that retention would be more adverse for the student than promotion. In accordance with [Florida Statute § 1008.25\(6\)\(b\)\(c\)](#) and [State Board of Education Rule 6A-1.094221](#), the School Board may exempt a student from retention for Good Cause.

Exemptions from Retention (3rd Grade Only)

[Florida Statute § 1008.25](#) addresses reading and requires remediation of deficiencies in grades 1-3. If the student's reading deficiencies are not remedied by the end of 3rd grade, as demonstrated by scoring at Level 2 or higher on the statewide reading assessment for 3rd grade, the student must be retained. This statute specifies the conditions for granting exemptions for Good Cause. Good Cause Exemptions shall be limited to the following six (6) scenarios:

1. English Language Learners (ELLs) who have had less than two (2) years of instruction in English for Speakers of other Languages (ESOL) Program.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program (FCAT 2.0) is not appropriate, consistent with the requirement of State Board of Education Rule.

- ~~3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (Per [State Board of Education Rule 6A-1.094221\(1\)\(a\)](#), the SDPBC administers SAT 10 and the acceptable level of performance is 45th percentile or above on the SAT 10.)~~
- ~~4. Students who demonstrate, through a student portfolio, that he/she is reading on grade level as evidenced by demonstrating mastery of applicable state standards in reading, which is equal to at least a Level 2 on FCAT 2.0 Reading. (See [Good Cause Portfolio](#) below.)~~
- ~~5. Students with disabilities who participate in the FCAT 2.0 Reading and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading for more than two (2) years, but still demonstrates a deficiency and was previously retained in kindergarten, 1st grade, 2nd grade, or 3rd grade. (NOTE: This applies to students with disabilities who participate in the FCAT 2.0, but still demonstrate a deficiency in reading after more than two (2) years of intensive remediation, and were previously retained in kindergarten, 1st grade, 2nd grade, or 3rd grade.)~~
- ~~6. Students who have received intensive remediation in reading for two (2) or more years, but still demonstrate a deficiency and who were previously retained in kindergarten, 1st grade, 2nd grade, or 3rd grade, for a total of two (2) years. 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 SDPBC will assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among low performing readers.~~

~~In accordance with [Florida Statute § 1008.25\(6\)\(b\)](#), students in 3rd grade who score Level 1 on the FCAT 2.0 Reading **must** be retained unless exempted from retention for Good Cause as described in [State Board of Education Rule 6A-1.094221](#), which provides that students who score at Level 1 on the Grade 3 FCAT 2.0 Reading may be promoted to 4th grade, if designated Good Cause criteria is met.~~

Good Cause Portfolio (3rd Grade Only)

~~In accordance with [State Board of Education Rule 6A-1.094221\(3\)\(a-e\)](#), the student portfolio must meet the following criteria:~~

- ~~• be selected by the student's teacher;~~
- ~~• be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;~~
- ~~• include evidence that the benchmarks assessed by the Grade 3 FCAT 2.0 Reading benchmarks have been met. Evidence is to include multiple choice items and passages that are approximately sixty percent (60%) literary text and forty percent (40%) information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the District's/School's adopted core reading curriculum that are aligned with the Next Generation Sunshine State Standards (NGSSS) or teacher assessments that are aligned with the NGSSS;~~
- ~~• be an organized collection of evidence of the student's mastery of the NGSSS Benchmarks for Language Arts that are assessed by the Grade 3 FCAT 2.0 Reading. For each benchmark, there must be at least three (3) examples of mastery as demonstrated by a score of seventy~~

- percent (70%) or above; and
- be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The SDPBC has opted to utilize the state developed portfolio in order to ensure consistency throughout the District.

Third (3rd) Grade Good Cause Exemption Documentation

The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one (1) of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with [Florida Statute § 1008.25\(6\)\(c\)](#). (Refer to [Exemptions from Retention section](#))

In the case of Good Cause Exemptions due to academic performance (mandatory retention at 3rd grade only), the teacher will complete the Third Grade Reading Assessment Portfolio Recording Sheet 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. In accordance with [Florida Statute § 1008.25\(6\)\(c\)2](#), information gathered for Third Grade Good Cause Promotion/Retention School list will now be automatically generated. All PBSD forms can be found at <http://www.palmbeachschools.org/Forms/Index.asp>.

Criteria for Exemptions from Retention (Grades K-2 and 4-5)

Students who score consistently below grade level on State and/or District assessments should either be retained or considered for retention according to the [Student Performance Level Charts](#). Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students.

During the School Year Promotion of Retained Third Grade Students

In accordance with [State Board of Education Rule 6A-1.094222](#), students retained in 3rd grade that can demonstrate that he/she is a successful and independent reader and performing at or above grade level in reading and language arts may be promoted midyear. Midyear promotions should occur during the first semester of the academic year. Documentation for midyear promotion should include successful completion of portfolio elements that meet State/District criteria or satisfactory performance on a locally selected standardized assessment. [[Florida Statute § 1008.25\(7\)\(b\)3](#)]

A student portfolio used to document during the school year promotion to grade 4 must have evidence of the student's mastery of 3rd grade Next Generation Sunshine State Standards (NGSSS) for Language Arts and beginning mastery of the 4th grade standards/benchmarks.

Pursuant to [State Board of Education Rule 6A-1.094222\(3\)\(a-e\)](#), the student portfolio content must follow these guidelines:

- 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;
- be signed by the teacher and the principal as an accurate assessment of the required reading skills;
- include evidence of mastery of the standards/benchmarks assessed by the Grade 3 FCAT 2.0 Reading;
- include evidence of beginning mastery of 4th grade standards that are assessed by the Grade 4 FCAT 2.0 Reading, including multiple choice items and passages that are approximately fifty percent (50%) literary text and fifty percent (50%) informational text that have between 100-900 words with an average of 500 words (for each benchmark, there **must** be two (2) examples of mastery as demonstrated by a score of seventy percent (70%) or better); and
- the SDPBC has opted to utilize the State developed portfolio in order to ensure consistency throughout the District.

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. This must be demonstrated by standard scores or percentiles, consistent with the month of promotion to 4th grade. [[State Board of Education Rule 6A-1.094222\(4\)](#)]

The Progress Monitoring Plan (PMP) for any retained grade 3 student who has been promoted midyear to 4th grade must continue to be implemented for the entire school year. [[State Board of Education Rule 6A-1.094222\(5\)](#)]

CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELLs)

In accordance with [State Board of Education Rules 6A-6.0902](#), [6A-6.0903](#), and [6A-1.09432\(6\)](#), students identified as English Language Learners (ELLs) must meet the levels of performance indicated on the Student Progression Charts. [The School District of Palm Beach County Plan for Services to English Language Learners \(ELLs\)](#) is located at: <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>.

Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. Retention of these ELL students requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade level content knowledge in English, or on a score on any single assessment instrument.

ELLs are required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved English for Speakers of Other Languages (ESOL)

Program for less than two (2) complete school years are exempt from having to demonstrate the standards in English. The Consent Decree 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 ELLs 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 English Language Learners (ELLs) *Student Progression Meeting Reports* ([PBSD 2182-2187](#)) are located at: www.palmbeachschools.org/Forms/Index.asp. The completed Report must be brought to an ELL Committee meeting for each student who is being considered for retention. An ELL Committee must meet to determine whether an ELL should be retained. Adequate progress, as defined in the ELL Plan and at least one (1) other criterion, shall be used by the Committee as grounds for promotion. An ELL may be retained, if the ELL Committee determines that the student has not progressed satisfactorily according to his/her ELL Plan.

Active Section 504 Accommodation Plans

As outlined in Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104, a student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a Free Appropriate Public Education (FAPE) and has an equal opportunity to access the General Education curriculum in the least restrictive environment. 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 of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the 504 Accommodation Plan. In addition, a parent 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) must be notified if a student with a 504 Accommodation Plan is being considered for 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 intellectual and academic abilities, and other pertinent information provided by the teachers. Comprehensive documentation regarding student placement must be provided each time re-evaluation occurs.

If the Section 504 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.

Exceptional Student Education (ESE) Students

Students with disabilities who are enrolled in an ESE program 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 (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied.

Other factors that may be considered to determine if promotion requirements have been met may include the following:

- 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; and/or
- current accommodations/modifications/services.

In accordance with [Florida Statute § 1008.25\(1\)](#), it is the responsibility of the School Board and School District administration to provide all students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. With respect to ESE students, the School Board and the SDPBC administration have additional responsibilities, as set forth below.

Pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the IEP for each child with a disability must include a statement of measurable annual goals, including academic and functional goals. The IEP must 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.

The IDEA requires the School District to provide a Free Appropriate Public Education (FAPE) to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade. Generally, a FAPE must be available to all children with disabilities residing in the State between the ages of three (3) and twenty one (21), inclusive, including children with disabilities who have been suspended or expelled from school. [[34 C.F.R. § 300.101\(c\)\(1\)](#)]

State law requires that ESE students who are included in the General Education curriculum must meet School District and/or State levels of performance for student progression; unless the student's IEP Team determined that the student should follow a modified curriculum aligned with ESE course requirements and benchmarks.

~~State law prohibits social promotion for any public school student, including ESE students. Social promotion occurs when a student is promoted based on factors other than the student achieving School District and state levels of performance for student progression. The law mandates that “No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.” [Florida Statute § 1008.25(6)(a)]~~

~~This law includes specific Good Cause Exemptions to the state’s promotion requirements. With specific reference to ESE students, the law exempts “Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.” [Florida Statute § 1008.25(6)(b)(2)]~~

~~ESE students must participate in statewide assessments, unless their current IEP indicates that participation in statewide assessments is not appropriate, consistent with applicable State Board of Education requirements. (Refer to [Florida Statute § 1008.212](#) as to the extraordinary exemption that must be granted by the Education Commissioner to exempt the student from taking the assessment.)~~

~~Likewise, ESE students must meet the School District’s performance standards, unless their current IEP specifies that they are unable to meet the grade level performance standards because of the following:~~

- ~~● A student’s demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving the Next Generation Sunshine State Standards (NGSSS), even with appropriate and allowable class work modifications.~~
- ~~● A student is unable to apply or use academic skills at a minimal competency level in the home or community.~~

~~Each student’s IEP must address all of the student’s educational needs, including the student’s below grade level performance. When an IEP Team determines that an ESE-eligible student is performing below grade level in reading, writing, mathematics, and/or science, the IEP Team shall be convened to review the IEP.~~

~~Where appropriate, the IEP Team may recommend a Progress Monitoring Plan (PMP) to address a student’s educational need(s) in reading, writing, mathematics, and/or science. ESE students may be considered to have met promotion requirements when they have achieved the goals that are specified on their IEPs.~~

~~An ESE student’s Special Program teacher and the General Education teacher have primary responsibility for determining the student’s present level of performance and achievement. In all cases, the IEP Team must work to reach consensus. A school principal may, upon recommendation of the student’s instructional staff and consensus of the IEP Team, determine that a student has satisfied the School District’s promotion requirements.~~

ALTERNATIVE PLACEMENT FOR STUDENTS WITH TWO OR MORE RETENTIONS

Pursuant to [Florida Statute § 1008.25\(2\)\(c\)](#), students who have previously been retained two (2) or more times must be placed in an alternative instructional program.

SUMMER SCHOOL

In accordance with [School Board Policy 2.37](#), the School District Superintendent may provide for appropriate summer school programs in the annual school budget as the budget allows and shall provide summer programs as required by law.

Summer Reading Academy

In accordance with [Florida Statute § 1008.25\(7\)\(a\)&\(7\)\(b\)](#), the purpose of the Third Summer Reading Academy is to provide extended instructional services and support to students who score Level 1 on Grade 3 Florida Comprehensive Assessment Test (FCAT) 2.0 Reading, by providing them with extended intensive interventions that must include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

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 SDPBC students.

Extended School Year (ESY) for Exceptional Student Education (ESE) Students

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

In accordance with [State Board of Education Rule 6A-6.03028\(3\)\(g\)\(11\)](#), at least annually, an IEP Team for each ESE 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 a FAPE to the student. The IEP Team will determine the goals and objectives using the current IEP and documentation of progress. The SDPBC may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services. An ESE student who fails a General Education course may attend a scheduled General Education summer school.

Refer to *The SDPBC Summer Program Implementation Manual* for more information about Summer School.

REPORTING STUDENT PROGRESS

ELEMENTARY (K-5) STUDENTS

[Florida Statute § 1003.33](#) requires that School District report cards for all elementary school students must clearly depict and report:

- the student's academic performance in each class or course in grades K-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\(2\)](#)]

VIRTUAL SCHOOL STUDENTS

The full-time virtual school student's grades are maintained and updated in the Parent and Student Learning Management System. The parent contract requires parent(s) to review and respond regarding student progress through continuous access to the student's academic performance in each class or course, work habits, and time on work (attendance). An end-of-year printout of the student record is placed in the cumulative record file. A traditional style paper report card is not issued for full-time virtual school students.

PARENT NOTIFICATION REQUIREMENTS

Parent(s) must be notified in writing of the District's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the District's promotion requirements.

- All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.
- School personnel will notify parent(s) in writing of student progression requirements within the first two (2) months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [[Florida Statute § 1008.25](#)]
- The parent(s) of a student who is not making adequate progress will be notified in writing each marking period in the comment section of the student's report card.

As outlined in [Florida Statute § 1008.25\(8\)\(a\)](#), an annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency:

[Florida Statute § 1008.25](#)

Public school student progression, remedial instruction, reporting requirements

(8)(a) In addition to the requirements in paragraph (5)(b), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district school board must report to the parent the student's 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 and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

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 SDPBC, currently, has two (2) report card forms; the [Elementary Report Card \(PBSD 0768\)](#) and the [Standards Based Elementary Report Card \(PBSD 2478\)](#). Schools must use PBSD 2478 for all students¹³ in grades K-2. The SDPBC schools may opt to use either form (PBSD 0768 or PBSD 2478) for all students¹² in grades 3-5.

FREQUENCY OF GRADE REPORTS

All students in grades K-5 will receive the SDPBC Elementary School Report Card at the end of each marking period/trimester. Students in grades 3-5 will receive either Form PBSD 2487 or Form 0768 each trimester, except for ESE students as stated above.

Parent(s) of students with disabilities enrolled in Exception Student Education (ESE) must also be informed of their child's progress toward his or her annual Individual Education Plan (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 of the progress of an ESE student with a disability is reported and included in the student's IEP.

NOTE: All report card forms are located at: <http://www.palmbeachschools.org/forms/index.asp> and are available in English, Creole, Portuguese, and Spanish.

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, mathematics and/or science. Teachers may provide a written progress report for any student experiencing difficulty even though the student had been identified as meeting grade level standards.

¹³ When referring to "all students" in this section receiving these report cards, it excludes ESE students who receive the [Exceptional Student Education \(ESE\) Special Standards Report Card \(PBSD 1433\)](#).

All students in grades K-2 will receive the [Standards-Based Mid-Marking-Period Elementary Progress Report \(PBSD 2470\)](#). Students in grades 3-5 will receive either [PBSD 2470](#) or the [Elementary School Mid-Marking Report \(PBSC 0927\)](#). The reports/forms can be located at: www.palmbeachschools.org/Forms/Index.asp. Mid-marking period progress reports are available in English, Creole and Spanish.

NOTE: Parent(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.

THE ELEMENTARY REPORT CARD (PBSD 0768)

In schools opting not to use PBSD 2478, students will receive the [Elementary Report Card \(PBSD 0768\)](#).

1. Marking codes are based on the quality of student performance relative to expected levels of achievement of the 2007 Sunshine State Standards, the Next Generation Sunshine State Standards (NGSSS), and Common Core State Standards (CCSS).
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 assessments); and
 - 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 the [School District of Palm Beach County Grade/Course Change Documentation \(PBSD 0797\)](#), 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](#), 34 C.F.R. § 99.20-22, and the [Classroom Teachers Association \(CTA\) Collective Bargaining Agreement](#) (Section A-Responsibilities, page 19).
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 are reported to the parent(s) on the report card.
7. Exceptional Student Education (ESE) students with disabilities must have the opportunity to earn marking codes that are equivalent to the marking codes earned by General Education

students. No student can be denied the opportunity to earn above average marking codes because of placement in an ESE 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.

8. English Language Learners (ELLs) are expected to be taught at age appropriate levels with full access to grade/content level standards and equal rigor as non ELLs, using appropriate English for Speakers of Other Languages (ESOL) strategies. Evidence of mastery of standards for ELLs should include accommodations and assessment measures, to document their ability to meet the standard, regardless of language proficiency. Students identified as ELLs should not be denied the opportunity to earn above average marking codes because of their lack of English proficiency.

Performance Levels (PBSD 0768)

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 (PBSD 0768)

The Marking Codes listed below indicate the quality of work within the performance level at which the student is working and does not indicate grade level performance. The Marking Codes are as follows:

- | | |
|----------|--|
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |

Grade averages are calculated to two (2) decimal places (with no rounding). For letter grades, an average of .50 or higher, must be rounded up (i.e., 79.50 is a B, while 79.49 is a C). The A-F grading system is based on the following:

A	100-90
B	89-80
C	79-70
D	69-60
F	59 and below

Standard Codes (PBSD 0768)

The Standard Codes indicates student performance in relation to the standards listed in the Sunshine State Standards (SSS) or Next Generation Sunshine State Standards (NGSSS). The standards listed on the report card are related to the District's parent copies of the Grade Level Expectations.

X	Student meeting standards
○	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\(2\)](#)

Fine Arts/Physical Education (PBSD 0768)

Students are marked for effort and participation in art, music, and physical education classes. As per [Florida Statute § 1003.455](#), the school shall provide 150 minutes of physical education each week for students in kindergarten through 5th grade and for students in 6th grade who are enrolled in a school that contains one (1) or more elementary grades, so that on any day during which physical education instruction is conducted there are at least thirty (30) consecutive minutes per day. [School Board Policy 8.025](#)

The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#).

Reporting Student Conduct and Behavior (PBSD 0768)

In accordance with [Florida Statute § 1003.33](#), elementary schools use a nonacademic behavior/student conduct rating. The rating reflects the student's overall conduct in all school activities and is not cause for lowering an academic grade.

Reporting Attendance (PBSD 0768)

Attendance and academic performance shall be reported separately on student report cards. Students cannot be exempt from academic performance requirements based on policies or practices designed to encourage student attendance. [[Florida Statute § 1003.33](#)]

THE STANDARDS-BASED ELEMENTARY REPORT CARD (PBSD 2478)

All students in grades K-2 and grades 3-5 (in elementary schools opting to use the Elementary Standards Based Report Card) will receive the alternative marking code that meets the state criteria of reporting a student's academic performance in each class or course. [[Florida Statute § 1003.33](#)]

1. Standard and performance codes are based on the quality of student performance relative to the Next Generation Sunshine State Standards (NGSSS) and/or the Common Core State Standards (CCSS).
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 assessments); and
 - 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 *Standard Codes* and *Performance Codes* on the report card.
3. A sufficient number of marks will be recorded to justify the marking period standard and performance codes. A marking period Standard or Performance Code is not based solely on a single project.
4. Recorded Standard and/or Performance Codes will not be changed without a review of the reason(s) and approval of the principal. Any Standard and/or Performance Code change requires two signatures on the [School District of Palm Beach County Grade/Course Change Documentation \(PBSD 0797\)](#), which can be found on the District website at: www.palmbeachschools.org/Forms/Index.asp 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, a principal may change a Standard and/or Performance 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](#), 34 C.F.R. § 99.20 .22, and the [Classroom Teachers Association \(CTA\) Collective Bargaining Agreement](#) (Section A Responsibilities, page 19).
5. Standard and Performance 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 are reported to the parent(s) on the report card.

7. ~~Exceptional Student Education (ESE) students must have the opportunity to earn marking codes that are equivalent to the marking codes earned by General Education students. No student may be denied the opportunity to earn above average Standard and/or Performance codes because of placement in an ESE 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.~~
8. ~~English Language Learners (ELLs) are expected to be taught at age appropriate levels with full access to grade/content level standards and equal rigor as non-ELLs, using appropriate English for Speakers of Other Languages (ESOL) strategies. Evidence of mastery of standards for ELL students should include accommodations and assessment measures to document their ability to meet the standard, regardless of language proficiency. Students identified as ELLs should not be denied the opportunity to earn above average marking codes because of their lack of English proficiency.~~

Standard Codes (PBSD 2478)

The Standard Codes indicate student performance in relation to the standards listed in the Next Generation Sunshine State Standards (NGSSS) and/or the Common Core State Standards (CCSS).

X	Student meeting standards
○	Not assessed this marking period
#	Needs improvement

Performance Codes (PBSD 2478)

On the [Standards Based Elementary Report Card \(PBSD 2478\)](#), the Performance Code will indicate a child's overall performance on the Standards/Big Ideas taught during that trimester.

(EX) Exemplary	Student demonstrates broad in-depth skill/concept development that meets and most often exceeds grade level standards.
(PR) Proficient	Student demonstrates skill/concept development that meets grade level standards.
(AP) Approaching	Student demonstrates skill/concept development that is beginning to meet grade level standards.
(ND) Needs Development	Student demonstrates skill/concept development that is significantly below grade level standards.

Fine Arts/Physical Education (PBSD 2478)

Students are marked for effort and participation in art, music, and physical education classes. As per [Florida Statute § 1003.455](#), the school shall provide 150 minutes of physical education each week for students in kindergarten through 5th grade and for students in 6th grade who are enrolled in a school that contains one (1) or more elementary grades so that on any day during which physical education instruction is conducted there are at least thirty (30) consecutive minutes per day. [[School Board Policy 8.025](#)]

The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#).

Reporting Student Conduct and Behavior (PBSD 2478)

In accordance with [Florida Statute § 1003.33](#), elementary schools use a nonacademic behavior/student conduct rating. The rating reflects the student's overall conduct in all school activities and is not cause for lowering an academic grade.

Reporting Attendance (PBSD 2478)

Attendance and academic performance shall be reported separately on student report cards. Students cannot be exempted from academic performance requirements based on policies or practices designed to encourage student attendance. [[Florida Statute § 1003.33](#) & [School Board Policy 5.0901\(2\)](#)]

DISTRICT/STATE ASSESSMENT PROGRAM

Pursuant to [Florida Statute § 1008.22\(3\)](#) and [State Board of Education Rule 6A 1.09422\(2\)&\(3\)](#), all eligible elementary students in 3rd grade and above **must** participate in all regular state and assessments for accountability purposes, except as prescribed by the Commissioner of Education or waived.

The table below provides an overview of the Florida Comprehensive Assessment Test (FCAT) 2.0 and the End-of-Course (EOC) Assessments and the grade levels in which they are administered.

Assessment	Grades Assessed									
	3	4	5	6	7	8	9	10	11	12
FCAT 2.0 Reading	X	X	X	X	X	X	X	X		
FCAT 2.0 Mathematics	X	X	X	X	X	X				
FCAT 2.0 Science			X			X				
FCAT 2.0 Writing		X				X		X		
Algebra 1 EOC Assessment*				X	X	X	X	X	X	X
Geometry EOC Assessment*				X	X	X	X	X	X	X
Biology 1 EOC Assessment*				X	X	X	X	X	X	X
U.S. History EOC Assessment*							X	X	X	X
Civics EOC Assessment*					X					

* Administered to students who complete specific course work

FCAT = Florida Comprehensive Assessment Test

EOC = End-of-Course

ACCOMMODATION FOR SPECIAL PROGRAM STUDENTS

The following section specifies the accommodation requirements for Special Program students (i.e., ELLs and Students with Disabilities) when taking District/State assessments.

Accommodations for English Language Learners (ELLs)

In accordance with [School District Palm Beach County Plan for Services to English Language Learner \(ELL\)](#), ELLs must take all required State and District achievement tests unless they have an IEP, which indicates otherwise. However, active ELLs (coded as LY) are eligible to receive accommodations during testing. Permissible accommodations may include:

- flexible setting;
- flexible scheduling (including additional time);
- State-approved Heritage Language Dictionary; and
- assistance in the Heritage Language.

The School District of Palm Beach ELL Plan is located at <http://www.palmbeachschools.org/multicultural/documents/DistrictELLPlan2012continuation.pdf>.

In accordance with [State Board of Education Rule 6A 6.09091](#), ELLs must have access to a State English to Heritage Language translation dictionary and/or Heritage Language to English translation dictionary, such as those made available to ELLs in instructional settings. When a student qualifies for both the ESOL and ESE programs, all appropriate accommodations listed on the IEP, as well as the ELL Plan must be offered. Parent(s) are notified in writing of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

Assessments for Students with Disabilities

The following section complies with [State Board of Education Rules 6A-1.0943](#), and [6A-1.09422\(12\)](#).

Absent an exemption, as stated earlier in this Plan, all students with disabilities, as defined by [Florida Statute § 1003.01\(3\)\(a\)](#) or [State Board of Education Rule 6A-19.001\(6\)](#), will participate in the statewide assessment program based on state standards, pursuant to [State Board of Education Rule 6A-1.09401](#), without accommodations unless:

- the Individual Educational Plan (IEP) Team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide assessment; or
- the IEP Team determines that a student with a significant cognitive disability meets the criteria for participating in the statewide alternate assessment.

Assessment Accommodations for Students with Disabilities

The following section complies with [Florida Statute § 1003.01\(3\)\(a\)](#) and [State Board of Education Rules 6A-1.0943](#) and [6A-6.0331](#) as well as [School Board Policy 5.725; Exceptional Student Education Policies and Procedures \(SP&P\)](#).

Accommodations are authorized for any student who has been determined to be an eligible student with a disability and has a current IEP, or who has been determined to be a student with a disability under [State Board of Education Rule 6A-19.001\(6\)](#). The accommodations must be identified on the student's IEP or the plan developed under Section 504 of the Rehabilitation Act. Accommodations are defined as:

- adjustments to the presentation of the statewide assessment questions;
- methods of recording exam responses to the questions;
- scheduling for the administration of a statewide assessment to include the amount of time for administration;
- settings for administration of a statewide assessment; and/or
- the use of assistive technology/devices.

Accommodations that negate the validity of a statewide assessment are not allowable. Within the limits specified in this rule, allowable statewide assessment accommodations are based on current instructional accommodations and accessible instructional materials used by the student in the classroom.

Unique accommodations for use on a statewide assessment not outlined in the statewide assessment test administration manuals must be submitted to the Department of Education for approval by the Commissioner of Education. [[State Board of Education Rule 6A 1.0943\(3\)](#)]

District personnel are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item. [[State Board of Education Rule 6A 1.0943\(3\)\(d\)](#)]

Participation in the Statewide Alternate Assessment

In accordance with [State Board of Education Rule 6A 1.0943\(4\)](#), the decision that a student with a significant cognitive disability will participate in the statewide alternate assessment is made by the IEP Team and recorded on the IEP. Pursuant to [State Board of Education Rule 6A 1.0943\(4\)](#), the following criteria must be met:

- the student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;
- the student is participating in a curriculum based on the state standards access points for all academic areas; and
- the student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.

Extraordinary Exemption for Students with Disabilities

In accordance with [Florida Statute § 1008.212](#), students with disabilities; extraordinary exemption, a student with a disability may be eligible for an exemption from participation in the statewide assessment.

1. Definitions:

- a. "Circumstance" means a situation in which accommodations allowable for use on the state-wide standardized assessment, a statewide standardized End of Course (EOC) Assessment, or an alternate assessment pursuant to [Florida Statute § 1008.22\(3\)\(c\)](#) are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program which lead to results that reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC Assessment, or an alternate assessment.
- b. "Condition" means impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide

~~assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide standardized assessment, an EOC Assessment, or an alternate assessment would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC Assessment, or an alternate assessment.~~

- ~~2. A student with a disability for whom the Individual Education Plan (IEP) Team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized EOC Assessment, or an alternate assessment pursuant to [Florida Statute § 1008.22\(3\)\(c\)](#), shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the Homebound or Hospitalized Program in accordance with [State Board of Education Rule 6A-6.03020](#), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.~~
- ~~3. The IEP Team, which must include the parent, may submit to the School District Superintendent a written request for an extraordinary exemption at any time during the school year, but not later than sixty (60) days before the current year's assessment administration for which the request is made. A request must include all of the following:
 - ~~a. a written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills;~~
 - ~~b. written documentation of the most recent evaluation data;~~
 - ~~c. written documentation, if available, of the most recent administration of the statewide standardized assessment, an EOC Assessment, or an alternate assessment;~~
 - ~~d. a written description of the condition's effect on the student's participation in the statewide standardized assessment, an EOC Assessment, or an alternate assessment;~~
 - ~~e. written evidence that the student has had the opportunity to learn the skills being tested;~~
 - ~~f. written evidence that the student has been provided appropriate instructional accommodations;~~
 - ~~g. written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP, which are allowable in the administration of the statewide standardized assessment, an EOC Assessment, or an alternate assessment in prior assessments; and~~
 - ~~h. written evidence of the circumstance or condition as defined in section one (1).~~~~
- ~~4. Based upon the documentation provided by the IEP Team, the School District Superintendent shall recommend to the Commissioner of Education whether an extraordinary exemption for a given assessment administration window should be granted or denied. A copy of the School District's procedural safeguards as required in [State Board of Education Rule 6A-6.03311](#) shall be provided to the parent. If the parent disagrees with the IEP Team's recommendation, the dispute resolution methods described in the procedural safeguards, shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the Commissioner shall verify the information documented, make a determination, and notify the parent(s) and the School District~~

Superintendent, in writing, within thirty (30) days after the receipt of the request whether the exemption has been granted or denied. If the Commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP. If the Commissioner denies the exemption, the notification must state the reasons for the denial.

5. The parent of a student with a disability who disagrees with the Commissioner's denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the Department of Education shall inform the parent of any free or low-cost legal services and other relevant services available in the area. The Department of Education shall arrange a hearing with the Division of Administrative Hearings, which must be commenced within twenty (20) school days after the parent's request for the expedited hearing. The administrative law judges at the division shall make a determination within ten (10) school days after the expedited hearing. The standard of review for the expedited hearing is de novo, and the department has the burden of proof.
-

~~Middle School~~

~~Grades 6 - 8~~

~~Student Progression Plan~~

~~Entry, Promotion, and Retention~~

~~2013-2014~~



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INTRODUCTION

PURPOSE OF THE PLAN

In accordance with [Florida Statute § 1008.25\(1\)\(2\)](#), the purpose of the Student Progression Plan is to inform school personnel, parent(s)¹, students and other interested citizens regarding the comprehensive plan for student progression from one grade to another towards graduation. It is the responsibility of the School Board and the School District of Palm Beach County (SDPBC²) administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences.

PLAN FORMAT

When relevant, citations of Florida Statutes, School Board Policies, as well as resources, are provided. Most of the citations and resources/references, such as websites and forms, are hyperlinked to direct sites for easy access.

This Student Progression Plan includes:

- standards for evaluating each student's performance, including how well he/she masters the performance standards approved by the State Board of Education;
- specific levels of performance in reading, writing, mathematics, and science for each grade level (including the levels of performance below which a student must receive remediation or be retained in an intensive program); and
- alternative placement options for students who have been retained two (2) or more years.

In addition, the Plan includes information about students' eligibility and procedural requirements for whole grade promotion, midyear promotion, and subject matter acceleration. This information includes:

- the process for parent(s) and students to request student participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) and the additional options available at the student's school;
- advising parent(s) and students to contact the principal regarding student eligibility and participation requirements for these options, including virtual instruction in higher grade level subjects; and
- advising parent(s) and students of early and accelerated graduation options.

This Student Progression Plan strives to ensure that the required program of study, placement, promotion, reporting, retention, and special programs are equitable and comprehensive, for all students.

¹ Throughout the Student Progression Plan, when the word "parent(s)" is used, it also refers to "legal guardians" and persons acting a parent.

² Throughout the Student Progression Plan, SDPBC will be used to refer to the School District of Palm Beach County.

Mission, Goals, and System-Wide Measures

The Florida Department of Education's mission, stated in [Florida Statute § 1008.31\(2\)](#), is to increase the proficiency of all students within one seamless, efficient system. This is accomplished by providing students with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, while maintaining an accountability system that measures student progress toward the following goals:

- highest student achievement;
- seamless articulation and maximum access;
- skilled workforce and economic development; and
- quality efficient services.

Florida's Multi-Tiered System of Supports (MTSS)

Through implementing the problem-solving framework, Florida's Multi-Tiered System of Supports (MTSS) provides high-quality instruction and intervention matched to student needs. According to the Florida Department of Education³, MTSS involves the systematic use of assessment data to inform instructional decisions and efficiently allocate resources to improve learning for all students.

The core characteristics that underpin the MTSS model are:

- high-quality, research-based instruction provided to students in the General Education setting;
- continuous monitoring of student performance;
- screening of all students for academic and behavioral problems;
- multiple levels or tiers of instruction that are progressively more intense and based on the student's response to instruction; and
- implementation of a problem-solving method across all levels or tiers.

Academic Standards

The Plan incorporates herein Next Generation Sunshine State Standards (NGSSS), Common Core State Standards (CCSS), and ACCEL options that provide academically challenging coursework or accelerated instruction to students in kindergarten through 12th grade.

Responsibilities

The SDPBC instructional personnel are responsible for providing assistance to schools to consider the individual student's academic needs when placing students in subjects, grade levels, or specialty programs.

³The publication, *A Teacher's Guide to Problem-Solving Within the Multi-Tiered System of Supports Framework (2010-2011)*, is available through the Bureau of Exceptional Education and Student Services, Florida Department of Education. The Guide is designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs for exceptional students. This document is available online at <http://www.fldoe.org/ese>.

The principal of a school is responsible for making and maintaining required records/reports and providing leadership for instruction that meets the needs of all students. [[Florida Statutes §§ 1001.54 & 1012.28](#)]

Teachers are responsible for providing effective instruction and remediation, as well as documenting instruction in all content areas and students' mastery of the above Standards.

ENTRY REQUIREMENTS

INITIAL REQUIREMENTS

In accordance with [Florida Statute § 1003.21](#), it is the responsibility of the parent(s) of students entering Palm Beach County public schools for the first time to present evidence of the child's age at the time of registration.

Children and youths who are experiencing homelessness and children who are known to the department, as defined in [Florida Statute § 39.0016](#), shall be given a "temporary exemption" from these statutory requirements for thirty (30) school days. The term "children known to the department" means "children who are found to be dependent or children in shelter care."

To register, the following four (4) types of documents are required:

1. valid Birth Certificate or other documentation of birth as stated above⁴;
2. Certification of a Physical/Health Examination⁵ (submitted within 30 school days, if not available at the time of registration);
3. proof of residence⁶; and
4. Florida Certificate of Immunization. (Refer to [Immunization Requirements](#) section.)

According to [Florida Statute § 1003.01\(12\)](#) and [State Board of Education Rule 6A-6.036411\(1\)\(s\)](#), students who are without a fixed, regular, and adequate nighttime residence are considered as children and youths who are experiencing homelessness. Pursuant to the [McKinney-Vento Homeless Education Assistance Act of 2001](#) (Section 725) 42 U.S.C.A. § 11432(g)(3)(A)-(C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student school and grade level placement, as well as completion of required immunizations and physical examination, shall occur within 30 school days of enrollment. [Refer to School Board Policy 5.74](#) entitled *Students Experiencing*

⁴ If a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

⁵ Refer to [Florida Statute § 1003.22](#), [State Board of Education Rule 6A-6.024](#), and [School Board Policy 5.06\(A\)\(2\)](#), as well as the recommended: [School Entry Health Exam \(DH 3040\)](#). See [Health Requirement](#) section.

⁶ For a student assigned to a school based on the student's residence under [School Board Policy 5.01\(1\)\(b\)](#), parent(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 Policies 5.01](#) and [5.011\(5\)](#), such as lease, mortgage, or utility bill. See acceptable documents, as well as exceptions to providing proof of residence within [School Board Policies 5.011](#) and [5.74](#). In cases where the family is unable to provide two (2) documents verifying proof of residence, an [Affidavit of Residence \(PBSD 1866\)](#), shall be completed by the parent. Additionally, schools must meet the language needs of parent(s) at all relevant stages of the registration process in a timely manner to ensure meaningful access to their students' educational opportunities.

~~Homelessness and [Florida Statute § 1003.21\(1\)\(f\)](#) for procedures relating to the enrollment of these students.~~

~~When a student is not living with a biological or adoptive parent, and is registered for a school based on residence and is not experiencing homelessness, a person acting as parent must complete the [Affidavit of Person Acting as Parent Form \(PBSD 1543\)](#). Refer to [School Board Policy 5.011\(8\)](#) for guidelines regarding the use of this form.~~

~~The SDPBC [New and Returning Student Registration Form \(PBSD 0636\)](#), must be completed by the parent(s), signed and returned to school at the beginning of each school year or when the student enters the SDPBC. This form is available in Spanish, Creole, and Portuguese. Parent(s) needing additional language assistance can contact the [Department of Multicultural Education](#) at: (561) 434-8620. 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) to promptly notify the school, in writing, of any change in a student's address.~~

STUDENT RESIDENCE ENROLLMENT REQUIREMENTS

~~Per [School Board Policy 5.011](#), residence and/or address shall mean the home location where the student and a parent (if applicable) are primarily living. Residence does not refer to citizenship or a proof of residence that would require a permanent resident card (Green Card) or any immigration documentation. Primary residence and/or address means the home in which the student and a parent (if applicable) lives most of the time.~~

~~A student must attend the school in his/her school attendance boundary unless otherwise formally approved for a different school. Students may also choose to attend virtual school in accordance with Florida law. Examples of times a student is formally approved to attend a different school include:~~

- ~~• acceptance to a choice program;~~
- ~~• McKay Scholarship transfer;~~
- ~~• Individual Education Plan (IEP) or Education Plan (EP) placement; and/or~~
- ~~• voluntary and involuntary reassignment (as authorized by law or another School Board Policy).~~

Proof of Address Requirements ([School Board Policy 5.011](#))

Upon initial enrollment in a school, when a student's school assignment is based on residence, a student or parent must produce two (2) current documents reflecting the correct residential street address, with certain exceptions expressed in the policy. Post office boxes, private mailbox addresses or commercial establishment addresses are insufficient. Examples of acceptable documents reflecting residential street addresses are as follows:

- home telephone or cellular telephone bill;
- electric bill;
- rent receipt with the name of the tenant and landlord and contact information for all parties;
- lease agreement with the name of the tenant and landlord and contact information for all parties (valid only through the expiration date indicated on the agreement. Upon expiration, parent(s) must present a copy of the renewed or new agreement to the school office;
- mortgage;
- home purchase contract including specific closing date, with copy of the deed to be provided within thirty (30) days of closing date;
- State of Florida driver's license;
- State of Florida identification card;
- automobile insurance policy;
- credit card statement;
- United States Postal Service confirmation of address change;
- evidence of correspondence, including a stamped, addressed, postmarked envelope delivered to the home address; or
- Declaration of Domicile form from the County Records Department.

For additional information regarding student registration refer to [School Board Policy 5.011](#).

HEALTH REQUIREMENTS

Physical Examination

All 7th grade and new students seeking entrance into a public school in the Palm Beach County are required by [Florida Statute § 1003.22](#) and [School Board Policy 5.06](#) to present, at the time of entry, a valid health examination documented on State of Florida [School Entry Health Exam Form \(DH 3040\)](#) performed within one (1) year prior to enrollment. (Also refer to [State Board of Education Rule 6A-1.0985](#).)

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS 2013-2014

STUDENTS	PHYSICAL EXAMINATION
All SDPBC students	School Health Entry Exam on Form DH 3040* required for Pre-K, kindergarten and grade 7.
All transfer students within the SDPBC and other counties within the State of Florida (including private schools)	Review of School Health Entry Exam on Form DH 3040* (original or copy) for at least kindergarten and/or grade 7 documentation.
All transfer students from another state or country	School Health Entry Exam Form DH 3040* (original or copy) required for all grades. Physicals presented on forms from another state are acceptable, if they include all components covered on Form DH 3040* and have the physician's signature and office stamp. Physicals must have been performed within one year of enrollment, unless exempt based on a written request for religious reasons.

*[Form DH 3040 - State of Florida School Entry Health Examination Form](#)

Immunization Requirements

All 7th-grade and 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, a valid [Florida Certificate of Immunization Form \(DH 680\)](#). In accordance with [State Board of Education Rule 6A 1.098](#) and [Fla. Admin. Code 64D 3.046](#), students will not be admitted into class without proof of immunization with the physician's signature and office stamp, absent a lawful exemption. If a hardship exists for parent(s) of transferring students, according to statute, it is permissible to allow 30 school days for the transfer of records.

[The Florida Certification of Immunization Form \(DH 680\)](#) is available from either private physicians or the Florida Department of Health. For additional information see <http://www.floridahealth.gov/prevention-safety-and-wellness/immunization/children-and-adolescents/immunization-exemptions/index.html>. The form includes sections for temporary and permanent medical exemptions based on medical reasons. For example, the *Temporary Medical Exemptions* must have an expiration date and the *Permanent Medical Exemptions* must be signed by a physician (M.D. or D.O.), as well as specify which vaccine the student is exempt from and the valid clinical reason for exemption.

The Certificate of Religious Exemption (DH 681) is available only through the Florida Health Palm Beach County. Only an original DH 681, generated by The Florida Shots Program for the Health Department, will be accepted at school sites. Additional information can be located at: http://www.doh.state.fl.us/Disease_ctrl/immune/children/schedules/exemptions.html.

NOTE: Homeless students without immunization and physical exam documentation must be enrolled and receive a thirty (30) school day exemption. Follow-up with these students should be coordinated through the Homeless Education Assistance Resource Team (H.E.A.R.T) in Student Intervention Services.

According to the [Florida Department of Health Immunization Program](#) and [Department of Health Rule 64D 3.046](#), the required immunizations and dosages for middle school students are as follows:

2013-14 Immunization Requirements for Entry into Grades 6-8

Grades	6	7	8
DTaP/DT Series	X	X	X
Tdap Booster		X	X
Polio Series	X	X	X
MMR—2doses	X	X	X
Hepatitis B Series	X	X	X
Varicella—1 dose	X	X	X

Source: <http://www.floridahealth.gov/prevention-safety-and-wellness/immunization/index.html>

Immunization Forms

Required Immunization Forms

The following medical forms ~~must~~ be completed:

- ~~• Documentation of Immunization Form (DH 680 Part A-1)~~
- ~~• Documentation of Temporary Medical Exemption Form (DH 680 Part B)~~
- ~~• Documentation of Permanent Medical Exemption Form (DH 680 Part C)~~

PLACEMENT OF TRANSFER STUDENTS

The following section addresses procedures relating to the acceptance of transfer work and credit for students as specified in [Florida Statute § 1003.25](#) and [State Board of Education Rule 6A-1.09941](#).

GENERAL STUDENT TRANSFER INFORMATION

A student who transfers to a SDPBC public school must submit an official transcript. Grades earned and offered for acceptance shall be accepted at face value subject to validation, if required by the receiving school's accreditation. In accordance with [State Board of Education Rule 6A-1.09941](#), if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first (1st) grading period.

Validation Process

As stated in [State Board of Education Rule 6A-1.09942](#), validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first (1st) grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in the next subsection of this Plan.

Alternative Validation Procedure

As stated in [State Board of Education Rule 6A-1.09942](#), if validation based on performance as good cause described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent(s):

- ~~1. portfolio evaluation by the School District Superintendent/designee;~~
- ~~2. demonstrated performance in courses taken at other public or private accredited schools;~~
- ~~3. demonstrated proficiencies on nationally normed standardized subject area assessments;~~
- ~~4. demonstrated proficiencies on the Florida Comprehensive Assessment Test (FCAT) 2.0; or~~
- ~~5. written review of the criteria utilized for a given subject provided by the former school.~~

Students must be provided at least ninety (90) calendar days from date of transfer to prepare for assessments outlined in 3 and 4 above, if required.

The student's custodial parent(s) may appeal the placement decision to the School District Superintendent/designee within fourteen (14) calendar days of the principal's decision.

ENGLISH LANGUAGE LEARNER (ELL) TRANSFER STUDENTS

In accordance with [State Board of Education Rules 6A-6.0900](#), and [6A-6.0905](#), the [School District of Palm Beach County Plan for Services to English Language Learners](#) is available at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>. ELLs are identified and assessed to determine eligibility for services in accordance with [State Board of Education Rule 6A-6.0902\(1\)\(2\)](#).

The English for Speakers of Other Languages (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. [[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.

At the middle school level, ELLs are placed into academic classes based on age/grade appropriateness. However, programmatic assessment must still be conducted and documented for students in grades 6-8. (Refer to [District ESOL Procedures Manual](#) (Section 5) located at: <http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.asp>.)

An ELL Committee meeting must be conducted when a student's placement is based on age, or 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 participate in the ELL Committee and placement process. In accordance with [State Board of Education Rule 6A-6.0902\(3\)\(d\)](#), parent(s) have the right to choose the ESOL Instructional Model (sheltered, support, dual language) in which their child is served.

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 completed.

EXCEPTIONAL STUDENT EDUCATION (ESE) TRANSFER STUDENTS

The [State Board of Education Rules 6A-6.0331](#), [6A-6.0361](#) and [School Board Policy 5.725; Exceptional Student Education Policies and Procedures \(SP&P\)](#), address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the requirement for students who transfer to the SDPBC within Florida and students who transfer from outside of Florida.

ESE Students Transferring within Florida

If an ESE student, who had an IEP or EP that was in effect in a previous Florida school district, transfers to the SDPBC and enrolls in a new school, the SDPBC, in consultation with the parent(s), will provide a Free Appropriate Public Education (FAPE) to the student, which includes services comparable to those described in the child's IEP/EP from the previous Florida School District, until the SDPBC does either of the following:

- adopts the child's IEP from the previous school district; or
- develops, adopts, and implements a new IEP that meets the applicable requirements of [State Board of Education Rule 6A-6.03028](#) or [6A-6.03019\(1\)](#).

ESE Students Transferring from Outside of Florida

If an ESE student, who had an IEP or EP, that was in effect in a previous school district, in another state, transfers to the SDPBC and enrolls in a new school, the SDPBC, in consultation with the parent(s), will provide a FAPE to the student, which includes services comparable to those described in the child's IEP/EP from the previous School District, until the SDPBC does either of the following:

- conducts an initial evaluation in accordance with [State Board of Education Rule 6A-6.0331](#) (if determined to be necessary by the SDPBC); and
- develops, adopts, and implements a new IEP/EP, if appropriate, that meets the applicable requirements of State Board of Education Rules 6A-6.03011 through 6A-6.0361⁷.

ESE Students Transferring with Section 504 Accommodation Plans

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 a Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing Section 504 Accommodation Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it determines that the Section 504 Accommodation Plan is not appropriate, the school must evaluate the student consistently with Section 504 procedures and develop and implement an appropriate Section 504 Accommodation Plan.

⁷ State Board of Education Rules are located at: <https://www.flrules.org/default.asp>.

ATTENDANCE AND ABSENTEEISM

In accordance with [Florida Statute § 1003.24](#) and [School Board Policy 5.09\(1\)](#), school attendance is the direct responsibility of the parent(s) and child(ren). 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. Except as provided in [Florida Statute § 1003.24](#) and [State Board of Education Rule 6A-1.09513](#), 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. For detailed information regarding attendance requirements, refer to [Florida Statute § 1003.21](#) and [School Board Policy 5.09](#).

ATTENDANCE POLICY AND PROCEDURES

Students must be in attendance for a minimum of ninety percent (90%) of the class time to earn a passing grade in a middle school course. Students who are absent more than ten percent (10%) of the class time may earn a passing grade by demonstrating mastery. Mastery is defined as follows:

- earning a passing grade for the marking period; and
- passing the marking period assessment.

The [SDPBC Student and Family Handbook](#) outlines the attendance procedures. All school attendance procedures conform to District-wide procedures.

- Parent(s) are responsible for notifying the school when a child will be absent and for informing the school of the reason of the absence within 24 hours of the absence. The date(s) of the absence and reason should be provided.
- School officials may require medical verification of absences.

NOTE: Parent(s) are to be notified by telephone or by mail when lack of attendance endangers the student's grades.

Excused Absences

Per [School Board Policy 5.09](#), the following situations/reasons qualify as excused absences:

- student illness (if a student is continually sick and repeatedly absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);
- medical appointment;
- death in the family;
- observance of a religious holiday or service (that is recognized as such by all members of the faith per [School Board Policy 5.095](#));
- subpoena by a law enforcement agency or mandatory court appearance;
- suspension⁸ (in-school and out-of-school)

⁸ Suspension, in-school and out-of-school, is the temporary removal of the student from his or her regular school program or all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the

- field trips which are authorized by the principal; and/or
- other individual student absences beyond the control of the parent or student, as determined and approved by the principal/designee. [[School Board Policy 5.09\(3\)\(a\)\(vi\)](#)]

Unexcused Absences

An unexcused absence is any absence that does not fall into one (1) of the above excused absence categories. [School Board Policy 5.09](#) mandates that each school in the District determine if an absence or tardiness is excused or unexcused according to the criteria established by the School Board within this Policy.

Make-Up Work

In accordance with [School Board Policy 5.09](#), for excused and unexcused absences, including suspensions, the student will be afforded the opportunity to make up work without academic penalty. For In-School Suspension (ISS), students will receive assignments daily. For Out-of-School Suspensions (OSS), students will receive assignments in a timely manner.

- For excused or unexcused absences, the number of days allowed to make up the work shall be the same as the number of days the student was absent.
- For suspensions (ISS or OSS), all work is due on the day of return from suspension.

Students with Active Section 504 Accommodation Plans

When a student on an active Section 504 Accommodation Plan has excessive absences, the student must demonstrate mastery. In each case, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability of record. If the Multi-Disciplinary Team determines the absences are caused by the student's disability, the student's placement must be reevaluated for appropriateness. [Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104]

The Section 504 Accommodation Plan must address any additional accommodations, strategies, and/or interventions needed to ensure that the student has an equal opportunity to demonstrate course mastery.

Exceptional Student Education (ESE) 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 (1) indicator of a student's access to instruction. Refer to [State Board of Education Rule 6A-6.0331\(1\)\(c\)](#), [School Board Policy 5.725](#) and its referenced [Student Education Policies and Procedures \(SP&P\)](#).

If the IEP Team determines that the excessive absences are related to the student's disability, the IEP Team must take appropriate action, which may include waiver of the attendance

Principal/designee, as defined by [Florida Statute § 1003.01\(5\)\(a\)\(b\)](#), and provided for in the [Code of Student Conduct, Policy 5.1813](#).

guidelines in determining grades, as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences are not related to the student's disability, the student is treated the same as a General Education student.

Hospital/Homebound Services

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 can be found in [State Board of Education Rule 6A-6.03020](#) and is available in [School Board Policy 5.725; Exceptional Student Education Policies and Procedures \(SP&P\)](#), pages 70-71; and [State Board of Education Rule 6A-6.03411](#). Additional information is provided by the Department of Exceptional Student Education at: <http://www.palmbeachschools.org/ese/hh.asp>.

NOTE: In accordance with [Florida Statute §1003.33\(2\)](#), student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

STUDENT WITHDRAWALS

PROCEDURES FOR STUDENT WITHDRAWAL

Withdrawal During the School Year

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) of a student who leaves school during the last two (2) weeks of the school year must show evidence that the withdrawal is necessary, and the student must successfully complete examinations, as appropriate, prior to withdrawal. Principals are authorized to make arrangements for the administration of any tests or assessments, as appropriate.

Students Enrolled in High School Credit Courses

Students enrolled in high school credit courses who leave prior to the last two (2) weeks of any semester will not be granted credit in those courses, unless they enroll in another school and complete the course requirements including examinations, if applicable. Yet, pursuant to [Florida Statute § 1003.4295\(3\)](#), students enrolled in courses with an End of Course (EOC) Assessment who have earned a passing score on the assessment will earn course credit through the Credit Acceleration Program (CAP). Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate. Principals may determine that the requirements for early withdrawal do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal and Area Superintendent.

Withdrawal for Enrollment in Home Education Program

To withdraw a student for enrollment in a Home Education Program, the custodial parent(s) must initiate the withdrawal process at the school and notify the School District Superintendent/designee, in writing, of the intent to establish a Home Education Program for the student. The custodial parent shall submit the Letter of Intent to the Home Education Office within thirty (30) days of the establishment of the Home Education Program. Information is provided by the School District's [Home Education Office](#). Parent(s) can also obtain assistance by contacting 561-434-8052. [[Florida Statute § 1002.41](#) & [School Board Policy 8.14\(3\)\(4\)\(5\)](#)]

Home Education correspondence should be mailed to:

School District of Palm Beach County
Home Education Office
3308 Forest Hill Boulevard, Suite C-141
West Palm Beach, FL 33406

CURRICULUM

The School District of Palm Beach County Curriculum Guidelines incorporates the strands and performance standards as defined by the Florida Department of Education Next Generation Sunshine State Standards (NGSSS), Common Core State Standards (CCSS), and/or Academically Challenging Curriculum to Enhance Learning (ACCEL) options, as applicable.

The curriculum includes standards for the following content areas:

- ~~Arts Education~~
- ~~Career Education~~
- ~~World Languages~~
- ~~Language Arts~~
- ~~Mathematics~~
- ~~Physical Education~~
- ~~Science~~
- ~~Social Studies~~

In addition, course descriptions or frameworks are provided for each middle 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 middle schools.

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 offered 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 will be awarded accordingly to the Florida Course Code Directory or as determined by the SDPBC. 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 International Baccalaureate (IB) Middle Years Program (MYP) and International General Certificate of Secondary Education (IGCSE) courses can only be taught in approved IB-MYP or Cambridge programs.

SPECIAL PROGRAMS

English for Speakers of Other Languages (ESOL) Programs

In accordance with [State Board of Education Rules 6A-6.0902, 6A-6.0903, 6A-6.0904, 6A-6.0908](#), students who are identified as English Language Learners (ELLs) must be given equal access to the general curriculum as defined by the SDPBC Curriculum Guidelines. The General Education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The student's Individual ELL Plan documents the instructional strategies required ensuring the student an equal opportunity to master the General Education curriculum. For full explanation of services and models, refer to the [School District of Palm Beach County's ESOL Procedures Manual](#) (Section 2) located at: <http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.asp>.

Refer to [State Board of Education Rules 6A-6.0902](#) for more information on the extension of services for ELL students; [State Board of Education Rule 6A-6.0903\(2\)](#) Standards for Student Exit from the ESOL Program and additional assessment requirements; and [State Board of Education Rule 6A-6.09031](#) for post reclassification of ELLs.

Educational Alternatives/Department of Juvenile Justice/Youth Services Programs

In accordance with [Florida Statutes §§ 1003.51, 1003.52, 1003.53, 1003.54](#), and State Board of Education Rules 6A-6.052 through 6A-6.05292⁹, the SDPBC provides special assistance and programs to those students identified as at risk of dropping out of school.

The academic program for a Dropout Prevention (DOP)/ Educational Alternatives (EA)/Department of Juvenile Justice (DJJ)/Youth Services student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum and/or setting. Various programs and support activities are available in EA/DJJ/Youth Services schools throughout the SDPBC. In order to meet the needs, interests, and talents of eligible students, the programs employ alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures. 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. Refer to [School Board Policy 8.13](#)

⁹ State Board of Education Rules are located at: <https://www.flrules.org/default.asp>.

and the referenced [Dropout Prevention/Educational Alternative/Juvenile Justice/Youth Services Programs Manual](#), on the Department of Educational Alternatives website: <http://www.palmbeachschools.org/9304/>.

Students identified as English Language Learners (ELLs) and/or eligible for Exceptional Student Education (ESE) services, who meet the eligibility criteria for Educational Alternatives/Dropout Prevention, may be considered for placement.

Gifted Education Programs

Students enrolled in the Gifted Education 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. [[State Board of Education Rule 6A-6.030191](#)]

Students identified as gifted under [State Board of Education Rule 6A-6.03019](#) have an Educational Plan (EP) that outlines goals, strengths, and weaknesses 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 these programs refer to [School Board Policy 5.725](#) and the [Exceptional Student Education Policies and Procedures \(SP&P\)](#) relating to gifted students.

Section 504 Accommodation Plans

A student is eligible for accommodations, under Section 504 of the Rehabilitation Act of 1973, if the student is determined to have physical or mental impairment that substantially limits one (1) or more major life activity of such student. In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

A student meets the requirement of being regarded as having impairment by establishing the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six (6) months or less.

A Multi-Disciplinary Team must meet as necessary to determine if any otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, and working. Major life activities also include the operation of a major

bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An episodic or in remission impairment is a disability if it would substantially limit a major life activity when active. Any impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.

The determination of whether the impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- medication, medical supplies, equipment or appliances, low vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- use of assistive technology;
- reasonable accommodations or auxiliary aids or services; and/or
- learned behavior or adaptive neurological modifications.

However, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity.

To ensure compliance for all school decisions made under Section 504 and ADA, two (2) components are necessary. First, the parent(s) must always be notified of any meeting scheduled to determine eligibility or subsequent meetings to make changes to the Section 504 Accommodation Plan. Secondly, the student's Multi-Disciplinary Team must make service, accommodation, and placement decisions. A Section 504 Accommodation Plan cannot be changed without proper parental notice and a Multi-Disciplinary Team Meeting. 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. [[Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104](#)]

Exceptional Student Education (ESE) Students

Pursuant to [School Board Policy 5.725](#) and [State Board of Education Rule 6A-6.03028](#), Individual Education Plans (IEPs) for students with disabilities enrolled in an Exceptional Student Education (ESE) Program must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. Refer to [School Board Policy 5.725](#), the [Student Education Policies and Procedures \(SP&P\)](#), and [Florida Statutes §§ 1003.57, 1003.571, and 1003.5715](#).

All students must be given access to the general curriculum, 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 (1) or more content area may be more appropriate. The Next Generation Sunshine State Standards (NGSSS) include access points for students with significant disabilities. These access points are expectations for students with significant cognitive disabilities to access the General Education curriculum. Access points reflect the core intent of the standards with reduced levels of complexity. (See [State Board of Education Rule 6A-1.09414](#) for course descriptions.)

In all cases, the IEP Team, which must include the parent(s), makes special program placements and 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. As appropriate, the IEP should enable the parent(s) and student to be involved in determining how the student will be involved/progress in the general curriculum, and how the student will in appropriate activities, as well as how meeting each of the student's other educational needs (that result from the student's disability) will be met. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)2](#)]

The IEP Team must draft benchmarks or short term objectives for students with disabilities who take the alternative assessments aligned to alternative achievement standards. The IEP Team has the discretion to also draft benchmarks and short term objectives for other students with disabilities. [[State Board of Education Rule 6A-6.03028](#)]

The IEP may specify whether accommodations¹⁰/modifications¹¹ 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. The IEP contains an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)2](#)]

In compliance with the least restrictive environment mandate, a student with a disability may only be removed from the General Education environment, if the nature and/or severity of the disability are such that education in General Education classes, with the use of supplementary aids and services, cannot be achieved satisfactory. (Refer to SP&P.)

The SDPBC shall establish procedures that provide the opportunity for one (1) or both of the student's parent(s) to participate in meetings and decisions concerning the IEP. A written notice

¹⁰ 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.

¹¹ Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. Modifications to basic or vocational courses may include: increased or decreased instructional time; varied use of methodology; special communications systems (which may be used by the teacher or the student); classroom or district test administration procedures; and other evaluations procedures (which may be modified, as specified in [State Board of Education Rule 6A-1.0943](#)) to accommodate the student's handicap. (See [State Board of Education Rule 6A-6.0312](#), for course modifications for Exceptional Students).

of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, and who, by title or position, will be attending.

No later than the first IEP to be in effect (when a student turns fourteen (14) or younger if determined appropriate by the IEP Team), the notice must also indicate that a purpose of the meeting will be identifying transition service needs of the student, and that the district will invite the student. [[State Board of Education Rule 6A-6.03028\(3\)\(b\)3-4.](#)]

The IEP must include a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma. This statement must be included during the student's 8th grade year or during the school year of the student's fourteenth (14th) birthday, whichever comes first. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)8](#)]

In order to ensure quality transition planning and services, the IEP Team shall begin the process of identifying transition service needs of students with disabilities, to include consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate. This will begin, no later than age fourteen (14), so that needed postsecondary goals may be identified and in place by age sixteen (16). [[State Board of Education Rule 6A-6.03028\(3\)\(h\)9](#)]

Home Education Program

The School Board recognizes the rights of parent(s) to educate their child(ren) at home in lieu of regular attendance in a public or private school. This policy is to ensure the Home Education Program for students of the SDPBC are conducted in accordance with state laws and regulations. [[School Board Policy 8.14](#)]

A Home Education Program is sequentially progressive instruction of a student directed by his/her parent(s). The parent(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(s) is/are responsible for submitting an annual evaluation, in accordance with [Florida Statute § 1002.41](#). Information and forms are available at <http://www.palmbeachschools.org/homeeducation>.

Home Education correspondence should be mailed to:

School District of Palm Beach County
Home Education Office
3308 Forest Hill Boulevard, Suite C-141
West Palm Beach, FL 33406

Virtual Instruction

[Florida Statute § 1002.45](#) authorizes school districts to implement virtual instruction programs through district operated or contracted providers approved by the Florida Department of Education. The SDPBC provides full time and part time K-12 instructional programs. [[Florida Statutes §§ 1002.37, 1001.42\(23\), State Board Education Rule 6A-6.0980, & 6A-6.0981.](#)]

A student who is a full-time student attending a traditional public school in the SDPBC must have permission from his/her school counselor and/or principal to enroll in virtual education courses.

For more information, see the program descriptions at: <http://www.palmbeachschools.org/virtualschool/>. Student eligibility for participation is determined by Florida Statute § 1002.455 and participation requirements are set forth in [Florida Statute § 1002.45\(6\)](#).

Registered Home Education students may take a partial or full schedule with School District Florida Virtual School (FLVS) franchises or approved virtual education providers in accordance with [Florida Statutes §§ 1002.37](#) and [1002.41](#). The Home Education Office must provide verification of active status and compliance for all registered Home Education students who enroll with FLVS as outlined in the District's FLVS Agreement.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

The SDPBC provides unique learning opportunities and options for students on various levels of learning. The ACCEL options provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. The District has established eligibility requirements and procedures.

According to [Florida Statute § 1002.3105](#), ACCEL options include, but are not limited to, the following:

- whole grade and midyear promotion;
- subject matter acceleration;
- virtual instruction; and
- Credit Acceleration Program (CAP).

Additional acceleration options may include, but are not limited to Science, Technology, Engineering, and Mathematics (STEM) coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced content instruction, or telescoping curriculum. Parents and students should contact the school for information concerning these acceleration options and their eligibility criteria.

Schools shall notify parents and students of the SDPBC's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject matter acceleration that would result in the student attending a different school.

Schools shall advise students and parents to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole grade promotion, midyear promotion, and subject matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal's school. Schools shall also advise parents to contact the principal at the student's school for information related to eligibility requirements for ACCEL options.

Credit Acceleration Program (CAP)

- The CAP Program allows a student to earn high school credit in Algebra 1, Geometry, United States History, or Biology, if the student passes the statewide, standardized assessments administered under [Florida Statute § 1008.22](#).
- Course credit shall be awarded to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment.

Eligibility Criteria for CAP

EOC	Prerequisite Required for CAP
Algebra 1	FCAT Math Level 5 or comparable standardized assessment (prior two years); and Algebra 1 Diagnostic EOC score of Level 5
Geometry	Algebra 1 EOC score of Level 5; and Geometry Diagnostic EOC score of Level 5
Biology	FCAT Reading and Math Level 5 or comparable standardized assessment (prior two years); and Biology Diagnostic EOC score of Level 5
U.S. History	FCAT Reading Level 5 or comparable standardized assessment (prior two years); and U.S. History Diagnostic EOC score of Level 5

Requests for the CAP should be made by the parent(s) on the *Credit Acceleration Program (CAP) Request Form*, which is available at the student's school. The principal may also initiate student participation in CAP.

Subject Area Acceleration (Including Virtual Instruction in Higher Grade Level Subjects)

For subject area¹² acceleration to occur, all of the following indicators must be met:

- Recommendation supported by the School Based Team, school counselor, teacher(s) of record for the subject area requested, and approval of school principal as noted on the [Middle School Acceleration Plan and Performance Contract \(PBSD 2501\)](#).

¹² Schools should continue to follow their current practice and eligibility criteria for placing students in Algebra 1, Earth Science, and general high school electives. The ACCEL procedures and plan is not needed for those courses.

- Student must be in attendance in the school where the ACCEL request is being made for a minimum of thirty (30) consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
- Student must demonstrate regular attendance and punctuality during the previous nine (9) academic months.
- Student must demonstrate all “3”s and “4”s in conduct on report card from the previous nine (9) academic months.
- Student must demonstrate an overall high academic performance by report card ratings of all “A”s in subject area(s) requests for acceleration.
- Student must demonstrate an overall high academic performance (i.e., the highest level for each applicable test) on all standardized tests midyear and end of year as applicable, including, but not limited to FCAT Reading and Mathematics, End of Course (EOC) Assessments and/or the Florida State Standards Assessments. Mastery levels reflect scores in the 9th stanine or equivalent.
- Student must meet all expectations of Characteristics of Proficient Learners. A checklist is located on the [Middle School Acceleration Plan and Performance Contract \(PBSD 2501\)](#).

Whole-Grade and Midyear Promotion

For whole grade promotion and/or midyear promotion to occur, all of the following indicators must be met:

- Acceleration for specific core courses should be considered.
- Gifted program eligibility should be considered.
- Recommendation supported by School Based Team, school counselor, two (2) of the student’s current or former core curriculum teachers and approval from the school principal, as noted on the [Middle School Acceleration Plan and Performance Contract Form \(PBSD 2501\)](#). Area Superintendent recommendation is required if there is a change in school.
- Student must be in attendance in the school of requested ACCEL for a minimum of thirty (30) consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
- Student must demonstrate regular attendance and punctuality during the previous nine (9) academic months.
- Student must demonstrate all “3”s and “4”s in conduct on report card from the previous nine (9) academic months.
- Student must demonstrate an overall high academic performance by report card ratings of all “A”s in all classes (core and elective).
- Students requesting promotion to grade 9 must demonstrate an overall high academic performance by earning at least four (4) academic high school credits with grades of “A” or “B”. High school World Language courses may be included. Grade of “A” is required for middle school courses.
- Student must demonstrate an overall high academic performance (i.e., the highest level for each applicable test) on all standardized tests midyear and end of year as applicable,

including, but not limited to FCAT Reading and Mathematics, EOC Assessments and/or Common Core State Standards Assessments. Mastery levels must reflect scores in the 9th stanine or equivalent.

- Student must meet all expectations of Characteristics of Proficient Learners. Checklist located on the [Middle School Acceleration Plan and Performance Contract Form \(PBSD 2501\)](#).

Recommended Assessments for Subject Area Acceleration (Whole Grade & Midyear Promotion)

All available data must be considered. Mastery levels for eligibility reflect scores in the ninth (9th) stanine, highest level, or equivalent. The following data/assessments must be considered, if available:

- Current available FCAT score or comparable state standardized exams
- Most recent SDPBC diagnostic scores
- Psycho-educational assessment
- Midyear and end of year exams as appropriate for ACCEL request
- Work samples of products

Procedures for Requesting Subject Area Acceleration (Whole Grade & Midyear Promotion)

1. Parent submits written request for ACCEL option to the principal. Requests for the next school year should be submitted prior to the end of the third (3rd) quarter. Requests for midyear promotion should be submitted prior to the end of the first (1st) quarter of the current school year. The principal may also initiate student participation in ACCEL. If the principal initiates the student's participation in an ACCEL option, the parent(s) must be notified.
2. School principal prescreens initial student eligibility in accordance with acceleration guidelines outlined above and refers to SBT.
3. The principal and SBT determine student eligibility in accordance with Acceleration guidelines outlined above.
4. The principal and SBT, in conjunction with parent(s) and student, complete the [Middle School Acceleration Plan and Performance Contract Form \(PBSD 2501\)](#), which includes an Acceleration Plan and timeline.
5. Once the Plan is implemented, the student's progress will be monitored throughout the first (1st) semester of acceleration. If at any time during the progress monitoring semester, there are student, teacher, parent, or principal concerns, the Plan will be reviewed by the School Based Team (SBT) and appropriate placement will be made. Any change of placement must be made prior to the end of the first (1st) semester of acceleration, before the student takes final exams. After successful completion of one (1) semester, the student should remain on the accelerated track.

HIGH SCHOOL CREDITS FOR MIDDLE SCHOOL STUDENTS

Some high school courses will be offered in middle school. 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 (see [Florida Statute § 1003.436](#)) and who successfully complete the course, may earn high school credit.

Middle school students who take high school courses for credit should be counseled that grades earned in those 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.

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. High school rules apply for grading and attendance.

Three (3) of the four (4) mathematics credits and all three (3) of the science credits required for graduation must be earned in grades 9-12.

High School Mathematics Requirements

Middle school students who have successfully completed high school mathematics will earn high school credit and that credit will count as one (1) of the four (4) mathematics credits that must be earned in grades 9-12. Beginning with the 2011-2012 school year, to earn high school credit for Algebra 1, a middle school student must take and pass the Algebra 1 End-of-Course (EOC) Assessment. Beginning with the 2013-2014 school year the Algebra 1 EOC Assessment will constitute thirty percent (30%) of the student's final course grade.

Beginning with the 2012-2013 school year, to earn high school credit for a Geometry course, a middle school student must take the Geometry EOC Assessment, which constitutes thirty percent (30%) of the student's final course grade, and earn a passing grade in the course. [[Florida Statute § 1003.4156](#)]

Students, who transfer to a Palm Beach County school with a transcript that shows a credit for Algebra 1, must pass the Algebra 1 EOC Assessment for credit to be awarded, unless the student earned a passing/proficient score on a comparable statewide assessment in Algebra 1. [[State Board of Education Rule 6A-1.09941](#)]

Online Learning Requirement for High School Graduation

Beginning with all students entering 9th grade in 2011-2012, and thereafter, at least one (1) course required for graduation must be completed through online learning. The course has to be within the 24 credits required for high school graduation and must be passed. Courses may

be either one-half ($\frac{1}{2}$) credit or one (1) credit in value. Online credit recovery or original credit courses may be used to satisfy this requirement.

In accordance with [Florida Statute § 1003.428\(2\)\(C\)](#), online high school credit courses successfully completed in grades 6–8 may be used to fulfill this requirement. Student eligibility for participation in a virtual education program is determined by [Florida Statute §1002.455](#) and participation requirements are set forth in [Florida Statute § 1002.45\(6\)](#).

Beginning with the 2011–2012 incoming 9th grade class, the Digital Learning Now Act requires that all high school students graduating with a 24-credit standard diploma (except those enrolled in the three-year 18-credit graduation options Special Diploma, International Baccalaureate (IB) Program, and the Advanced International Certificate of Education (AICE) Program) successfully complete at least one online course. In accordance with [Florida Statutes §§ 1002.321](#) and [1002.45](#), students may take these courses online, outside of, or as a part of the school day.

NOTE: The Driver’s Education online course does not meet the Digital Learning Now Act requirement.

This requirement does not apply to a student who has an IEP, which indicates that an online course would be inappropriate, or a student who is enrolled in a Florida high school and has less than one (1) academic year remaining in high school.

Attendance Policy When Taking High School Credit Courses

Middle school students enrolled in high school credit courses must adhere to the attendance requirements for earning credit.

Mastery or proficiency is based on defined levels of performance reflective of local, state or national criteria that include, but are not limited to the Next Generation Sunshine State Standards (NGSSS), Common Core State Standards (CCSS), Career and Technical Education (CTE) curriculum frameworks, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE) curricula/syllabi, and assessments. The quality and quantity of student work will demonstrate what a student knows and is able to do based upon predetermined standards.

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 requirements. (Refer to [Florida Statute § 1003.33\(2\)](#).)

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 and has not met course mastery requirements.

- For courses that do not require an End-of-Course (EOC) assessment, an “N” (no credit) is recorded as the semester exam grade when the student has not been in attendance for at least ninety percent (90%) of the semester per course and has not demonstrated mastery, by passing at least one (1) nine-week marking period and the semester exam.
- For courses that require an End-of-Course (EOC) Assessment, an “N” (no credit) is recorded as the fourth (4th) quarter grade when the student has not been in attendance for at least ninety percent (90%) of the semester per course and has not demonstrated mastery, by passing the fourth (4th) quarter with a grade of at least “D”.
- For the purpose of grade calculation, a grade of “N” will result in a semester grade of “F”.

Students Attending Summer/College Programs for Enrichment

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

PROMOTION AND RETENTION

In accordance with Florida Statute § 1008.25(6)(a), no student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement.

GENERAL REQUIREMENTS FOR PROMOTION

In accordance with Florida Statute § 1003.4156, promotion from a school composed of middle grades 6-8 requires that the student must successfully complete academic courses as follows:

English Language Arts (ELA) Requirements

- A student must successfully complete three (3) middle school or higher courses in English Language Arts (ELA).

Mathematics Requirements

- A student must successfully complete three (3) middle school or higher courses in mathematics. Each middle school must offer at least one (1) high school level mathematics course for which students may earn high school credit.
- Beginning with the 2011-2012 school year, in accordance with [Florida Statutes §§ 1008.22\(3\)\(b\)\(1\)](#) and [1003.4156\(1\)\(b\)](#), successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student’s performance on the End-of-Course (EOC) Assessment or, upon transition to Common Core State Standards (CCSS), the Common Core Algebra 1 or Geometry Assessments.
- Middle school students taking Algebra 1 must pass the Algebra 1 EOC Assessment to earn high school credit.
- Beginning with the 2013-2014 school year, a middle school student taking Algebra 1 must take and pass the Algebra 1 EOC Assessment, which constitutes thirty percent (30%) of the student’s final course grade.

- ~~Beginning with the 2012-2013 school year, a middle school student taking Geometry must take the Geometry EOC Assessment, which constitutes thirty percent (30%) of the student's final course grade, and earn a passing grade in the course to earn high school credit. [[Florida Statutes §§ 1008.22\(3\)\(b\)\(1\)](#) & [1003.4156\(1\)\(b\)](#)]~~

Social Studies Requirements

- ~~A student must successfully complete three (3) middle school or higher courses in social studies.~~
- ~~Beginning with students entering grade 6 in the 2012-2013 school year, per [Florida Statute § 1003.4156\(1\)\(c\)](#), one (1) of the courses must be at least a one (1) semester civics education course that a student successfully completes and that includes:~~
 - ~~the roles and responsibilities of federal, state, and local governments;~~
 - ~~the structures and functions of the legislative, executive, and judicial branches of government;~~
 - ~~the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States; and~~
- ~~Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC Assessment in civics education constitutes 30 percent (30%) of the student's final course grade. (Refer to [Florida Statute § 1008.22](#).)~~

NOTE: ~~A student entering middle school from another district, state, or county during grade 8, who has not earned a passing grade in M/J Civics or the equivalent, should be placed in M/J Civics in lieu of M/J United States History, unless the student needs both courses to satisfy the requirement of three (3) middle school social studies courses.~~

Social Studies Courses

- ~~Grade 6 – M/J World History (not World Geography)~~
- ~~Grade 7 – M/J Civics and Career Planning~~
- ~~Grade 8 – M/J United States History~~

Science Requirements

- ~~Per [Florida Statute § 1003.4156\(1\)\(d\)](#), a student must successfully complete three (3) middle school or higher courses in science.~~
- ~~Successful completion of a high school level Biology 1 course is not contingent on the student's performance on the End-of-Course Assessment. However, beginning the 2012-2013 School Year, per [Florida Statute § 1003.4156\(1\)\(d\)](#), a middle school student taking Biology 1 must take the End-of-Course (EOC) Assessment, which constitutes thirty percent (30%) of the final course grade, and earn a passing grade in the course to earn high school credit.~~

GRADES 6-8 PROMOTION CHARTS

GRADE 6

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FCAT 2.0 Level 1 or Level 2, Florida Assessments Instruction in Reading (FAIR) data or Reading Running Record data, and teacher input) Certain 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 ELLs who participate in state assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics	1 year
World History	1 year
Intensive Reading* (if required)	As long as needed
Physical Education** (includes dance classes)	1 semester
Electives (various courses/subject areas)	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.

** The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#). Refer to *Physical Education Requirement, Parental Notification and Waiver for Elementary and Middle School Students Form (PBSD 2301)*.

GRADE 7

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FCAT 2.0 Level 1 or Level 2, Florida Assessments Instruction in Reading (FAIR) data or Reading Running Record data, and teacher input) Certain 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 ELLs who participate in state assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics	1 year
Civics*** and Career and Education Planning ¹³	1 year
Intensive Reading* (if required)	As long as needed
Physical Education** (includes dance classes)	1 semester
Electives (various courses/subject areas)	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.

** The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#). Refer to *Physical Education Requirement, Parental Notification and Waiver for Elementary and Middle School Students Form (PBSD 2301)*.

*** In compliance with the Sandra Day O'Connor Civics Education Act, the Civics EOC Assessment, field tested in FY13, will be administered for the first time in spring 2014.

¹³ In accordance with [Florida Statute § 1003.4156\(1\)\(e\)](#), at a minimum, the Career and Education Planning course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields.

GRADE 8

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FCAT 2.0 Level 1 or Level 2, Florida Assessments Instruction in Reading (FAIR) data or Reading Running Record data, and teacher input) 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 ELLs who participate in state assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics M/J Pre-Algebra; Pre-Algebra Advanced; Algebra 1 Honors; Geometry Honors	1 year
United States History	1 year
*Intensive Reading (if required)	1 year
**Physical Education (includes dance classes)	1 semester
Electives (various courses/subject areas)	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.

**The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#). Refer to *Physical Education Requirement, Parental Notification and Waiver for Elementary and Middle School Students Form (PBSD 2301)*.

Course descriptions meet the requirements of [State Board of Education Rule 6A-1.09412](#) and this curriculum meets the student performance standards in [State Board of Education Rule 6A-1.09401](#). See [Florida Statute § 1003.4156](#) and [State Board of Education Rule 6A-6.054\(2\)](#).

CONDITIONAL PROMOTION AND RETENTION

Conditional Promotion to 7th and 8th Grade

1. If a student fails one (1) core course, the student should be **conditionally** promoted. The student must pass the failed course in a recovery program during the summer or the next school year.
2. If a student fails two (2) core courses, the student may be **conditionally** promoted upon passing one (1) core course in a recovery program during the summer and taking one (1) course during the following school year.
3. If a student fails three (3) core courses, the student will be retained at the same grade level or will be **conditionally** promoted upon passing two (2) courses in a recovery program during the summer and taking one (1) course during the following school year.
4. If a student fails more than three (3) core courses, the student will be retained.
5. A retained student should not repeat a course he/she has already passed. The student may enroll in the next sequential course. This may result in the student being promoted during the school year.
6. Promotion in extraordinary circumstances: The Superintendent, upon recommendation by the Area Superintendent and the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance. This cannot be used to promote a student from grade 8 to grade 9.

Course Recovery Options for Middle Grade Students

- ~~Compass Learning~~
- ~~Virtual School~~
- ~~Tutoring services before or after school concurrently with the course to be used as evidence of demonstrating proficiency in skills taught during the previous terms.~~
- ~~Benchmark assessments: Use current year assessments for reading and math to document minimal mastery of benchmarks.~~
- ~~Nine-Week exams: Students may take a nine-week exam. Students must complete with seventy percent (70%) proficiency before recovery status is awarded.~~
- ~~FCAT Success: Students who score level 3 or above can receive credit for a recovered course based on demonstration of grade level skills as indicated in FCAT score. This option is only available for language arts, math, or 8th grade science and can be used for prior year course recovery.~~

Promotion to 9th Grade

In order to be promoted to grade 9, students must meet the following requirements.

Subject	Number of Courses Passed
English Language Arts	3
Mathematics	3
Science	3
Social Studies	3
Career and Education Planning*	1

* The Career and Education Planning course is provided through Civics in grade 7. See specific course requirements at the beginning of this section.

NOTE: Promotion to high school is contingent on meeting the requirements above.

8.5 Placement Option (8th Grade Students Only)

- ~~Assignment into an 8.5 Program, when available, will be at a District assigned high school.~~

~~Before being promoted to grade 9, 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.~~

CAREER AND EDUCATION PLANNING REQUIREMENTS

~~To better prepare our students to be college and career ready, the Department of Choice and Career Options has developed a solid Career Pathway System that may begin in middle school as a Career and Technical Education (CTE) program or pre-academy. This includes rigorous Programs of Study to provide students with academic preparation, guidance, and career-related knowledge to help them prepare for their future career goals. Each program of study is built around a common core of foundational knowledge and skills to include: communication;~~

creativity and innovation; critical thinking and problem solving; global, social, cultural awareness, and intellectual curiosity.

A student must complete one (1) course in career and education planning, which is generally offered in the 7th grade. At a minimum, the course must be Internet based, easy to use, and customizable to each student and include research based assessments to assist students in determining educational and career options and goals. The course may be taught by any member of the instructional staff; must result in a completed personalized Academic and Career Plan for the student; must emphasize the importance of entrepreneurship skills; and must emphasize technology or the application of technology in career fields.

The required personalized Academic and Career Plan must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under [Florida § Statute 1003.4285](#); high school assessment and college entrance test requirements; Florida Bright Futures Scholarship Program requirements; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; Dual Enrollment, including career dual enrollment; and career education courses, including career themed courses and courses that lead to industry certification.

Each school must inform parent(s) about the course curriculum and activities. [Florida Statute § 1003.4156\(1\)\(c\)](#) requires that each student's personalized Academic and Career Plan must be signed by the student and the student's parent.

Additional information on Career Academies can be obtained from [Florida Statutes §§ 1003.491; 1003.492](#), [School Board Policy 5.016](#) and the [SDPBC Choice and Career Options](#) website: <http://www.palmbeachschools.org/choiceprograms/index.asp>

CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS

The following sections address the considerations for Exceptional Student Education (ESE) students, students with a Section 504 Accommodation Plan, and English Language Learner (ELL) students that do not meet the mandatory retention criteria.

English Language Learners (ELLs)

In accordance with [State Board of Education Rules 6A 6.0902](#), [6A 6.0903](#) and [6A 6.0904](#), students identified as English Language Learners (ELLs) must meet the District levels of performance, as indicated on the Student Progression charts. ELLs must demonstrate literacy skills on grade level in either English or their native language. The SDPBC Plan for Services to English Language Learners (ELLs) that is located at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>.

ELLs may not be retained if they are substantially below grade level in reading in English, but can demonstrate grade level literacy skills in their native language. An ELL Committee must meet to determine whether an ELL should be retained with documentation on the [English Language Learner \(ELL\) Report \(PBSD 1512\)](#). Adequate progress, defined in the ELL Plan, should be used by the ELL Committee as cause for promotion. An ELL may be retained if the ELL Committee has determined that the student has not progressed satisfactorily according to his/her ELL Plan.

For more information refer to School District of Palm Beach County's ESOL Procedures Manual located at: <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>

Active Section 504 Accommodation Plans

As outlined in Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104, a student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a Free Appropriate Public Education (FAPE) and has an equal opportunity to access the General Education curriculum in the least restrictive environment. 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 Section 504 Accommodation Plan. A parent of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the Plan. In addition, a parent 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) must be notified if a student with a Plan is being considered for 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.

Exceptional Student Education (ESE) Students

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires that the IEP for each child with a disability include a statement of measurable annual goals, including academic and functional goals. The IEP must 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. Refer to [School Board Policy 5.725](#) and [Exceptional Student Education Policies and Procedures \(SP&P\)](#).

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 class work and achieving the Next Generation Sunshine State Standards (NGSSS) or Common Core State Standards (CCSS), even with appropriate and allowable class work modifications; or
- the student is unable to apply or use academic skills at a minimal competency level in the home or community

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 shall 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 Progress Monitoring Plan (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 (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied.

Other factors that may be considered for student promotion:

- 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

In accordance with [Florida Statute § 1008.25\(1\)](#), it is the responsibility of the School Board and School District administration to provide all students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. With respect to ESE students, the School Board and School District administration have additional responsibilities, as set forth below.

The IDEA requires the School District to provide a Free Appropriate Public Education (FAPE) to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade (34 C.F.R. § 300.101(c)(1)). Generally, FAPE must be available to all children with

~~disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school. [20 U.S.C. § 1412(a)(1)(A)]~~

~~State law requires that ESE students who are included in the General Education curriculum must meet School District and/or State levels of performance for student progression; unless the student's IEP Team determined that the student should follow a modified curriculum aligned with ESE course requirements and benchmarks.~~

~~State law prohibits social promotion for any public school student, including ESE students. Social promotion occurs when a student is promoted based on factors other than the student achieving School District and State levels of performance for student progression. In accordance with [Florida Statute § 1008.25\(6\)\(a\)](#), no student may be assigned to a grade level based solely on age or other factors that constitute social promotion.~~

~~With specific reference to ESE students, the law exempts students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.~~

~~ESE students must participate in statewide assessments, unless their current IEP indicates that participation in statewide assessments is not appropriate, consistent with applicable State Board of Education requirements. (Refer to Florida Statute § 1008.212 as to the extraordinary exemption that must be granted by the Education Commissioner to exempt the student from taking the assessment.)~~

~~Each student's IEP must address all of the student's educational needs, including the student's below grade level performance. When an IEP Team determines that an ESE-eligible student is performing below grade level in reading, writing, mathematics, and/or science, the IEP Team shall be convened to review the IEP.~~

REMEDATION

IDENTIFICATION OF STUDENTS IN NEED OF REMEDIATION

~~The information below allows 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 (1) or more of these areas.~~

Reading Remediation

~~The goal of reading remediation is to provide students with the skills and strategies necessary to assist them in reading text that is on grade level. In compliance with state guidelines ([State Board of Education Rule 6A-6.054](#) – K-12 Student Reading Intervention Requirements), the SDPBC uses the following determiners to decide the level of reading support for students.~~

Students who earned a Level 1 or 2 on the previous year's FCAT Reading 2.0 must receive intensive reading support. The level of support necessary depends upon the results of the FAIR Assessment and teacher input.

- If a student (FCAT Reading 2.0 Level 1 or 2) is two (2) or more years below grade level as determined by the FAIR, he/she must take either two (2) periods of intensive reading or one (1) period of intensive reading along with one (1) period of a content area class taught by a reading endorsed or reading certified teacher. Teacher input will determine which path is most appropriate.
- If a student (FCAT Reading 2.0 Level 1 or 2) is not two (2) or more years below grade as determined by the FAIR, but does have deficiencies in word analysis and/or text efficiency (as determined by subtests on the FAIR), the student may take two (2) periods of intensive reading or one (1) period of intensive reading along with one (1) period of a content area class taught by a reading endorsed, reading certified, or NGCAR trained teacher. Teacher input will determine which path is most appropriate.
- If a student is not two (2) or more years below grade level as determined by the FAIR, and does not have deficiencies in word analysis and/or text efficiency (as determined by subtests on the FAIR), then he/she may take one (1) period of intensive reading or a content area class taught by a reading endorsed, reading certified, or NGCAR trained teacher. Teacher input will determine which path is most appropriate.

Mathematics Remediation for Standardized Assessments

In accordance with [Florida State Statute § 1003.4156\(3\)](#), for each year in which a student scores a Level 1 or Level 2 on FCAT Mathematics, or when the state transitions to Common Core State Standards (CCSS) Assessments on the Mathematics Common Core Standards Assessments, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

According to the DOE Information Database Requirement Volume I, the following remediation methods may be entered:

- student receives mathematics remediation in a mathematics class during the regular school day;
- student receives mathematics remediation in another subject area course during the regular school day;
- student receives mathematics remediation in a before or after school remediation program or class;
- student receives mathematics remediation as part of an online course; or student receives mathematics remediation through other methods.

REMEDIAL INSTRUCTION

In accordance with [Florida Statute § 1008.25\(3\)](#), remedial and supplemental instruction resources **must** be allocated to students who fail to meet achievement performance levels required for promotion.

The SDPBC provides remedial instruction in reading, writing, science, and mathematics for those students identified as having substantially deficient skills in reading, writing, mathematics, and/or science as identified by teacher/principal recommendation, norm-referenced tests, Florida Comprehensive Assessment Test (FCAT) 2.0, and school selected reading tests (i.e., Scholastic Reading Inventory (SRI), Diagnostic Assessment of Reading (DAR), and Oral Reading Fluency Measure). Remedial instruction shall be provided through implementation of an individual Progress Monitoring Plan (PMP) developed in consultation with parent(s). (Refer to [Progress Monitoring](#) section)

Reading Intervention Courses

In order to facilitate efficient reading and deeper understanding of grade level texts, the intervention course should incorporate the following instructional strategies on a daily basis:

- whole group explicit instruction;
- small group differentiated instruction;
- independent reading practice (utilizing classroom library materials, monitored by the teacher);
- integration of Next Generation Sunshine State Standard (NGSSS) and/or Common Core State Standards (CCSS) specific to the subject area if blocked with the intensive reading course (Biology, World History, etc.);
- focus on informational text at a ratio matching FCAT; and
- opportunities for accelerated achievement. [[State Board of Education Rule 6A-6.054\(2\)](#)]

Additional evaluations, portfolio reviews, and alternative District assessments beyond FCAT 2.0 are considered when placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Schools must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and must identify benchmark criteria for placement of students requiring additional instructional time in reading intervention.

Complementary Options for Remedial Instruction

- Before or After School Tutorial
- Saturday School Tutorial
- Contracted Academic Services
- Suspension of Other Curriculum
- Online 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 student¹⁴ who has scored Level 1 on FCAT 2.0 NGSSS 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 2.0 NGSSS 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.~~
- ~~A conditionally promoted student may satisfy their conditional promotion by attaining their coursework through CompassLearning Odyssey. To complete their coursework they may work during the regular school day hours (i.e., during the student's elective and/or during the student's scheduled conditionally promoted class). They may attend an after school program (i.e., after school and/or before school in the lab, and/or a Saturday program).~~

MIDDLE SCHOOL COURSE RECOVERY (MSCR)

~~The MSCR Program provides students with additional academic support and instruction before school, after school, and/or during Saturday school. MSCR is a competency-based computer curriculum program offered by the School District to recover middle school courses. Middle school students who have failed one (1) of the core course(s) listed below, may enroll and work during school, before school, after school, Saturdays, and fifty percent (50%) of the course work at home to receive a grade change once the coursework is completed and mastered.~~

~~The student may receive the grade he/she earned through the CompassLearning Odyssey course to replace the failing course grade. Schools receive a yearly allocation to organize their school's MSCR Annual Program according to the MSCR Guidelines that are updated and presented to each middle school's coordinator at the start of each school year.~~

~~Schools may create a program that best suits their school's student population within the MSCR Guidelines. All MSCR Program teachers must be currently certified as a teacher and be MSCR trained each year in order to qualify as a MSCR Program teacher.~~

~~All student grade changes acquired through the CompassLearning MSCR Program using the criteria above must have a [Grade/Course Change Documentation \(PBSD 0797\)](#) completed and filed in the specific student's cumulative folder.~~

MSCR Content Areas Offered

- ~~Middle School Mathematics~~
- ~~Middle School Language Arts~~
- ~~Middle School Science~~
- ~~Middle School Social Studies~~

¹⁴ Refer to the [Promotion to 7th Grade and 8th Grade](#) section for additional information regarding **conditionally** promoted students.

SUMMER SCHOOL AND EXTENDED SCHOOL YEAR (ESY)

In accordance with [School Board Policy 2.37](#), the School District Superintendent may provide for appropriate summer school programs in the annual school budget as the budget allows and shall provide summer programs as required by law.

Extended School Year (ESY)

Extended School Year (ESY) services means specially designed instruction and related services that are provided to an Exceptional Student Education (ESE) student beyond the normal school year of the School District, in accordance with the student's IEP. ESY services must meet state educational standards. ESY services are always at no cost to the parent(s).

In accordance with [State Board of Education Rule 6A-6.03028\(3\)\(g\)\(11\)](#), 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.

An ESE-eligible student with a disability who fails a General Education course may attend 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.

Summer School for 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 SDPBC students.

PROGRESS MONITORING

PROGRESS MONITORING PLAN (PMP)

A PMP is intended to provide the SDPBC and the school with flexibility in meeting the academic needs of the student. A student who is not meeting the SDPBC's or State's requirements for proficiency in reading, science, and mathematics must have one (1) of the following plans to target instruction and identify ways to improve his/her academic achievement:

- a federally required student plan addressing specific needs such as an Individualized Education Plan (IEP)
- a school-wide system of progress monitoring for all students; or
- an individualized Progress Monitoring Plan (PMP).

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 forty-five (45) calendar days of being identified as needing remediation.

In accordance with [Florida Statute § 1008.25\(4\)\(b\)](#), all PMPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s) 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.

It is the responsibility of the teacher and the principal to ensure that the PMP is substantive and that the outlined instructional and support services are provided. The PMP will assist schools and teachers in the implementation of research-based reading activities. 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.

English Language Learners (ELLs)

If a student has an ELL Plan, this Plan may include strategies and the student may not need a PMP. However, if the ELL Plan does not include the required strategies to remediate the student's deficiency, a PMP can be written. An ELL Plan can be amended to include the strategies so that a PMP would not be necessary.

Implementing a Progress Monitoring Plan (PMP)

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 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.

(Refer to [Florida Statute § 1008.25\(4\)\(a\)](#).) If the student has been identified as having a deficiency in reading, refer to the K-12 Comprehensive Reading Plan, which includes instructional and support services to meet the desired levels of performance.

- ~~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~~
 - ~~test/placement tests~~
 - ~~diagnostic software results~~
2. ~~If the student identification occurs during the fourth (4th) marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.~~
 3. ~~For each year in which a student scores at Level 1 on FCAT 2.0 Reading, the student will be enrolled in and complete, at a minimum, 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.~~
 4. ~~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\(2\)](#) & [State Board of Education Rule 6A-6.054\(2\)](#)]~~
 5. ~~Pursuant to [Florida Statute § 1003.4156](#), middle school students who score a Level 1 or 2 on FCAT 2.0 Reading are required to receive reading intervention, either in the form of an intensive reading course or a content area class with a reading endorsed teacher, depending on the student's FAIR results and teacher input.~~
 6. ~~Middle school students who score a Level 1 or Level 2 on FCAT 2.0 Reading and have intervention needs in the areas of decoding and/or text reading efficiency should have extended time for reading intervention. This extended time can include, but is not limited to, students reading on a regular basis before and after school with teacher support; or for students two (2) or more years below grade level, two (2) periods of reading to accelerate foundational skills. (Refer to [State Board of Education Rule 6A-6.054\(2\)](#)).~~
 7. ~~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.~~

Data and Criteria for Progress Monitoring (PMP)

Schools can use the following data/criteria for making the PMP decisions:

- ~~data from screenings;~~
- ~~progress monitoring and diagnostic assessments already in use in the District; and/or~~
- ~~teacher recommendation.~~

Schools must identify and document specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT 2.0 Reading. Schools must also serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content

area reading intervention. This intervention course should include one (1) or more of the above-mentioned interventions.

Progress Monitoring in Reading

Schools must progress monitor students scoring at Level 1 and 2 on FCAT 2.0 Reading a minimum of three (3) times per year as demonstrated in the PMP. This includes a baseline, midyear, and an end-of-year assessment. End-of-Year Assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Progress Monitoring in Mathematics

For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course. (Refer to [Florida Statute § 1003.4156\(2\)](#).)

Progress Monitoring in Science

A student whose FCAT 2.0 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.

REPORTING STUDENT PROGRESS

In accordance with [Florida Statute § 1003.33\(1\)\(a\)\(b\)](#), the student's academic performance in each class or course must be based upon examinations, as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his/her grade level.

PARENTAL WRITTEN NOTIFICATION REQUIREMENTS

Parent(s) ~~must~~ be notified in writing of the District's promotion requirements.

- ~~All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.~~
- ~~The parent(s) of a student who is failing two (2) or more courses or not meeting promotion requirements must be notified in writing. The notification will provide the parent(s) with information regarding the Middle School Course Recovery (MSCR) Program. The parent is required to return to the sending school the designated portion of the notification. It is advisable that schools contact those parent(s) who have not responded to the notification by telephone. A telephone log of these calls should be kept to ensure that every identified child has been afforded the opportunity to receive course recovery through the MSCR Program.~~
- ~~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 student's final report card for the school year will indicate end-of-year status regarding performance or non-performance~~

at grade level, acceptable or unacceptable behavior, and attendance and promotion. (Refer to [Florida Statute § 1003.33\(2\)](#).)

- The District shall annually notify the parent of each student as to the progress of the student:

[Florida Statute § 1008.25](#)

Public school student progression, remedial instruction, reporting requirements

(8)(a) In addition to the requirements in paragraph (5)(b), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district school board must report to the parent the student's 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 and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

- 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 IEP (e.g., PMP, IEP, ELL Plan, and Section 504 Accommodation Plan) developed in consultation with the parent(s). The student's IEP, with the signature of the parent(s), will serve as written notification as required by [Florida Statute § 1008.25](#).

FREQUENCY OF GRADE REPORTS

Middle schools in the SDPBC report grades to parents on a nine-week schedule, based on [Student Progress and Grade Report \(PBSD 0638\)](#).

Students in Exceptional Student Education (ESE) Programs

Parent(s) of students with disabilities who are enrolled in ESE programs must also be informed of their child's progress towards his/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 of the progress of an ESE student with a disability is reported and included in the student's IEP.

Students Enrolled in Virtual School

The full-time virtual school student's grades are maintained and updated in the *Parent and Student Learning Management System*. The parent has complete access to review and respond regarding student progress through continuous access to the student's academic performance in each class or course, work habits and time on work (attendance). An end-of-year printout of the student record is placed in the cumulative record file. A traditional-style paper report card is not issued for full-time virtual school students.

Students Enrolled in Alternative Education Schools

Pursuant to Florida Statute § 1008.341(5), an alternative school that serves at least ten (10) students who are tested on the statewide, standardized assessments pursuant to Florida Statute § 1008.22 in the current year and previous year, shall distribute an individual student

report card to parents which includes the student's learning gains and progress toward meeting high school graduation requirements. The report card must also include the school's industry certification rate, college readiness rate, dropout rate, and graduation rate.

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, areas of strength, areas requiring improvement, 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) of students with disabilities enrolled in ESE programs must be informed of their child's progress at least as often as the General Education students.

GENERAL GRADING RULES

- ~~Grades are based on the quality of student performance relative to expected levels of achievement of the Next Generation Sunshine State Standards (NGSS) and/or Common Core State Standards (CCSS), as applicable, the course frameworks and/or course syllabus approved by the principal/designee.~~
- ~~Quality of work will be assessed by multiple measures including, but not limited to, the following:~~
 - ~~teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation, and demonstrations);~~
 - ~~classroom assignments (paper and pencil assignments, reports, term or research papers, models, projects, exhibits, posters, and computer programs);~~
 - ~~homework ([School Board Policy 8.16](#));~~
 - ~~examinations (paper and pencil tests including essay, multiple choice and completion; oral tests; and skill tests requiring demonstration); and/or~~
 - ~~alternative methods (portfolios and performance assessments) and services. ([Florida Statute § 1003.33\(1\)\(a\)](#))~~
- ~~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. A recorded grade (with the exception of "I"¹⁵ and "N"¹⁶) 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.~~
 - ~~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~~

¹⁵ The "I" is for report card purposes **only** and does not appear on the final student transcripts.

¹⁶ The "N" is for report card purposes **only** and does not appear on the final student transcripts.

will be notified in writing upon his/her return. 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 grade change is a result of the student successfully completing the school's MSCR Program. Signatures by the MSCR instructor or MSCR Program Coordinator, and the principal are required.
- For all cases, ~~any grade change~~ requires **two (2) signatures** on the [Grade/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](#), 34 C.F.R. § 99.20-.22, and the [Classroom Teachers Association \(CTA\) Collective Bargaining Agreement](#) (Section A Responsibilities, page 19).
- An "I"¹⁵ (Incomplete) in any marking period, unless changed, will remain on the report card and the final average will compute to an "F". All effort should be made to allow the student to complete assignments in order to earn a grade for each course in which he/she is enrolled.
- Grades are not required for a student who enters a class toward the end of a marking period. A grade of "M"¹⁷ may be recorded on the report card for a student who has not been enrolled a sufficient number of days to be evaluated. All effort should be made to allow the student to complete a sufficient number of assignments in order to earn a grade for each course in which he/she is enrolled.
- Academic performance and behavior must be evaluated independently (see [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](#)]
- 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.
- 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) upon entry to the program and/or at the beginning of each grading period.
- No English Language Learner (ELL) may be denied the opportunity to earn above average grades because of placement in the English for Speakers of Other Languages (ESOL) Program or due to the accommodations prescribed in the student's ELL Plan or the lack of English language proficiency.

¹⁷ The "M" is for report card purposes ~~only~~ and does not appear on the final student transcripts.

DESCRIPTIONS AND DEFINITIONS 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](#). These grades are used to measure student success in 6th through 12th grade courses.

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
Grade of B	Above Average Progress (80-89)	Indicates above average mastery of the subject
Grade of C	Average Progress (70-79)	Indicates average mastery of the subject
Grade of D	Lowest Acceptable Progress (60-69)	Indicates below average master of the subject
Grade of F	Failure (Below 60)	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.
- Student's Dual Enrollment grade is delayed.

An “I”, unless changed, will remain on the report card and the final average will compute to an “F”. All effort should be made to allow the student to complete assignments in order to earn a grade for each course in which he/she is enrolled.

NOTE: The letter grades (“I”, “M”, “W”, and “N”) listed below are used for report card purposes only.

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. All effort should be made to allow the student to complete a sufficient number of assignments in order to earn a grade for each course for which he/she is enrolled.

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”.

Grade of "N": No Credit

For high school credit courses only. For description of "N" grade, refer to [Attendance Policy When Taking High School Credit Courses](#) section.

REPORTING STUDENT CONDUCT

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.

REPORTING ATTENDANCE

Attendance and academic performance shall be reported separately on student report cards. Students cannot be exempted from academic performance requirements based on policies or practices designed to encourage student attendance. [[Florida Statute § 1003.33](#)]

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:

4.0	.....	A
3.0	.....	B
2.0	.....	C
1.0	.....	D
0	.....	for any other grade

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 (4th) marking period and has received an "F" for a previous marking period.

Students enrolled in a high school credit course may meet the promotion requirement for that course by earning one (1) of the following:

- first (1st) and second (2nd) semester grades of at least “D”;
- a passing score on the statewide EOC Assessment, if applicable; or
- an average of one (1) quality point when adding the grades for each quarter present and dividing the total by the number of quarters present. (The student cannot have an “F” in the fourth (4th) quarter and also have an “F” in any other quarter).

School wide quarterly examinations are required for the following middle school courses: language arts, mathematics, science, and social studies. All teachers of the respective courses will collaboratively develop and administer the quarterly exams at each middle school. Quarterly examinations count for 20 percent (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. Semester examinations are not required in middle schools except for high school credit courses. 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

High school course grades are reported on student transcripts as semester grades. Each marking period grade counts forty percent (40%) of the semester grade. Semester examinations at the high school level count twenty percent (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 two (2) and added to the semester examination grade value; the total is divided by five (5).

High school courses with an End of Course (EOC) Assessment shall have the second (2nd) semester grade calculated as such:

- Each marking period (3rd and 4th) grade counts thirty five percent (35%) of the semester grade.
- The EOC Assessment will count as thirty percent (30%) of the final semester grade and serve as the second (2nd) semester final exam.

To receive a passing grade for the semester, the student **must** earn passing grades in two (2) of the three (3) 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\(2\)](#)]

Grade Forgiveness Rule (for High School Courses Taken in Middle School)

In accordance with Florida Statute § [1003.428\(4\)](#)(d), the grade forgiveness rule applies to a middle school student who has earned either a grade of "C", "D", or "F" in a high school credit course taken during middle school.

- Middle School students may replace a grade of "C", "D", or "F" ("C"s or "D"s 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.
- 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 Rule 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 earn credit for that course except for EOC Assessments; 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.
- A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors level. An honors level course may be used to forgive the same course at the AP/IB/AICE level. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
- A non-specific course requirement may be forgiven by another course within the same subject area. For example, Environmental Science may be forgiven by Ecology.
- Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. An elective course may be forgiven by another course taken subsequently. When using a different course to forgive an elective, that course does not have to be taken during the same semester. For example, a second (2nd) semester "F" in a high school World Languages may be forgiven by a subsequent first (1st) semester "C" in high school art.

DISTRICT/STATE ASSESSMENT PROGRAM

In accordance with [Florida Statute § 1008.22\(3\)](#) and [State Board of Education Rule 6A-1.09422\(2\) & \(3\)](#), all students are expected to participate in all regular State and District assessments for accountability purposes except as prescribed by the Commissioner of Education or if waived as stated below.

The table below provides an overview of the Florida Comprehensive Assessment Test (FCAT) 2.0 and the End of Course (EOC) Assessments and the grade levels in which they are administered.

Assessment	Grades Assessed									
	3	4	5	6	7	8	9	10	11	12
FCAT 2.0 Reading	X	X	X	X	X	X	X	X		
FCAT 2.0 Mathematics	X	X	X	X	X	X				
FCAT 2.0 Science			X			X				
FCAT 2.0 Writing		X				X		X		
Algebra 1 EOC Assessment*				X	X	X	X	X	X	X
Geometry EOC Assessment*				X	X	X	X	X	X	X
Biology 1 EOC Assessment*				X	X	X	X	X	X	X
U.S. History EOC Assessment*							X	X	X	X
Civics EOC Assessment*					X					

* Administered to students who complete specific course work

FCAT = Florida Comprehensive Assessment Test

EOC = End of Course

DISTRICT/STATE ASSESSMENTS ACCOMMODATIONS/EXEMPTIONS

The following section specifies the accommodation requirements for special program students (i.e., ELLs and Students with Disabilities) when taking District/State assessments.

Accommodations for English Language Learners (ELLs)

In accordance with [School District Palm Beach County Plan for Services to English Language Learner \(ELL\)](#), ELLs must take all required State and District assessments unless they have an IEP, which indicates otherwise. However, active ELLs (coded as LY) are eligible to receive accommodations during testing. Permissible accommodations may include:

- flexible setting;
- flexible scheduling;
- state-approved Heritage Language Dictionary; and
- assistance in the Heritage Language.

The School District of Palm Beach ELL Plan is located at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>.

In accordance with [State Board of Education Rule 6A-6.09091](#), 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 for ELL students in instructional settings. When a student qualifies for both ESOL and ESE programs, all accommodations listed on the IEP, as well as the ELL Plan must be offered. Parent(s) are notified in writing of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

Assessments for Students with Disabilities

The following section complies with [State Board of Education Rules 6A-1.0943](#) and [6A-1.09422\(12\)](#).

Absent an exemption, as stated earlier in this plan, all students with disabilities, as defined by [Florida Statute § 1003.01\(3\)\(a\)](#) or [State Board of Education Rule 6A-19.001\(6\)](#), will participate in the statewide assessment program based on state student performance standards, pursuant to [State Board of Education Rule 6A-1.09401](#) without accommodations unless:

- the Individual Educational Plan (IEP) Team, or the Team that develops the Plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide assessment; or
- the IEP Team determines that a student with a significant cognitive disability meets the criteria for participating in the statewide alternate assessment.

Assessment Accommodations for Students with Disabilities

The Following section complies with [Florida Statute § 1003.01\(3\)\(a\)](#) and [State Board of Education Rule 6A-1.0943](#) as well as [School Board Policy 5.725; Exceptional Student Education Policies and Procedures \(SP&P\)](#).

Accommodations are authorized for any student who has been determined to be an eligible student with a disability and has a current IEP, or who has been determined to be a student with a disability. The accommodations must be identified on the student's IEP or the Plan developed under Section 504 of the Rehabilitation Act. Accommodations are defined as:

- adjustments to the presentation of the statewide assessment questions;
- methods of recording examinee responses to the questions;
- scheduling for the administration of a statewide assessment to include amount of time for administration;
- settings for administration of a statewide assessment; and/or
- the use of assistive technology/devices.

Accommodations that negate the validity of a statewide assessment are not allowable. Within the limits specified in this rule, allowable statewide assessment accommodations are based on

current instructional accommodations and accessible instructional materials used by the student in the classroom.

Unique accommodations for use on a statewide assessment not outlined in the Statewide Assessment Test Administration Manuals must be submitted to the Department of Education for approval by the Commissioner of Education. [[State Board of Education Rule 6A-1.0943\(3\)](#)]

District personnel are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item. [[State Board of Education Rule 6A-1.0943\(3\)\(d\)](#)]

[Florida Statute § 1003.428\(8\)\(b\)](#) permits the IEP Team to waive the End-of-Course (EOC) Assessment results for the purpose of determining the student's course grade and credit, if the IEP Team determines that the EOC Assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.

Participation in the Statewide Alternate Assessment

In accordance with [State Board of Education Rule 6A-1.0943\(4\)](#), the decision that a student with a significant cognitive disability will participate in the Statewide Alternate Assessment is made by the IEP Team and recorded on the IEP. The following criteria must be met:

- the student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;
- the student is participating in a curriculum based on the state standards access points, for all academic areas; and
- the student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.

Additionally, in accordance with [Florida Statute § 1003.5715](#), the SDPBC may not proceed with administering to the student an alternate assessment without parental consent unless the SDPBC documents reasonable efforts to obtain the parent's consent and the child's parent has failed to respond or the SDPBC obtains approval through a due process hearing.

In accordance with [Florida Statute § 1008.212](#), students with disabilities; extraordinary exemption, a student with a disability may be eligible for an exemption from participation in the statewide assessment.

1. Definitions:

- a. "Circumstance" means a situation in which accommodations allowable for use on the state-wide standardized assessment, a statewide standardized End-of-Course (EOC) Assessment, or an alternate assessment pursuant to [Florida Statute § 1008.22\(3\)\(c\)](#) are not offered to a student during the current year's assessment administration due to

technological limitations in the testing administration program which lead to results that reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC Assessment, or an alternate assessment.

- ~~b. "Condition" means impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide standardized assessment, an EOC Assessment, or an alternate assessment would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC Assessment, or an alternate assessment.~~
- ~~2. A student with a disability for whom the Individual Education Plan (IEP) Team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized EOC Assessment, or an alternate assessment pursuant to [Florida Statute § 1008.22\(3\)\(c\)](#) shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the Homebound or Hospitalized Program in accordance with [State Board of Education Rule 6A-6.03020](#), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.~~
- ~~3. The IEP Team, which must include the parent, may submit to the School District Superintendent a written request for an extraordinary exemption at any time during the school year, but not later than sixty (60) days before the current year's assessment administration for which the request is made. A request must include all of the following:
 - ~~a. a written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills;~~
 - ~~b. written documentation of the most recent evaluation data;~~
 - ~~c. written documentation, if available, of the most recent administration of the statewide standardized assessment, an EOC Assessment, or an alternate assessment;~~
 - ~~d. a written description of the condition's effect on the student's participation in the statewide standardized assessment, an EOC Assessment, or an alternate assessment;~~
 - ~~e. written evidence that the student has had the opportunity to learn the skills being tested;~~
 - ~~f. written evidence that the student has been provided appropriate instructional accommodations;~~
 - ~~g. written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP, which are allowable in the administration of the statewide standardized assessment, an EOC Assessment, or an alternate assessment in prior assessments; and~~
 - ~~h. written evidence of the circumstance or condition as defined in section one (1).~~~~
- ~~4. Based upon the documentation provided by the IEP Team, the School District Superintendent shall recommend to the Commissioner of Education whether an extraordinary exemption for a given assessment administration window should be granted~~

or denied. A copy of the School District's procedural safeguards as required in [State Board of Education Rule 6A-6.03311](#) shall be provided to the parent. If the parent disagrees with the IEP Team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the Commissioner shall verify the information documented, make a determination, and notify the parent(s) and the School District Superintendent in writing within thirty (30) days after the receipt of the request whether the exemption has been granted or denied. If the Commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP. If the Commissioner denies the exemption, the notification must state the reasons for the denial.

5. The parent of a student with a disability who disagrees with the Commissioner's denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the Department of Education shall inform the parent of any free or low-cost legal services and other relevant services available in the area. The Department of Education shall arrange a hearing with the Division of Administrative Hearings, which must be commenced within twenty (20) school days after the parent's request for the expedited hearing. The administrative law judges at the division shall make a determination within ten (10) school days after the expedited hearing. The standard of review for the expedited hearing is de novo, and the department has the burden of proof.

WAIVER OF END-OF-COURSE (EOC) ASSESSMENT RESULTS FOR GRADUATION

Exceptional Student Education (ESE) Students

[Florida Statute § 1003.428\(8\)\(b\)](#) permits the IEP Team to waive the EOC Assessment results for the purpose of determining the student's course grade and credit, if the IEP Team determines that the EOC Assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.

~~High School~~

~~Grades 9 - 12~~

~~Student Progression Plan~~

~~Entry, Promotion, and Retention~~

~~2013-2014~~



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INTRODUCTION

PURPOSE OF THE PLAN

In accordance with [Florida Statute § 1008.25\(1\)\(2\)](#), the purpose of the Student Progression Plan is to inform school personnel, parent(s)¹, students, and other interested citizens regarding the comprehensive plan for student progression from one grade to another towards graduation. It is the responsibility of the School Board and the School District of Palm Beach County (SDPBC²) administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences.

PLAN FORMAT

When relevant, citations of Florida Statutes, School Board Policies, as well as resources, are provided. Most of the citations and resources/references, such as websites and forms, are hyperlinked to direct sites for easy access.

This Student Progression Plan includes:

- standards for evaluating each student's performance, including how well he/she masters the performance standards approved by the State Board of Education;
- specific levels of performance in reading, writing, mathematics, and science for each grade level (including the levels of performance below which a student must receive remediation or be retained in an intensive program); and
- alternative placement options for students who have been retained two (2) or more years.

In addition, the Plan includes information about student eligibility and procedural requirements for whole grade promotion, midyear promotion, and subject matter acceleration. This information includes:

- the process for parent(s) and students to request student participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) and the additional options available at the student's school;
- advising parent(s) and students to contact the principal regarding student eligibility and participation requirements for these options, including virtual instruction in higher grade level subjects;
- advising parent(s) and students of early and accelerated graduation options; and
- reference all Dual Enrollment courses available within the Dual Enrollment Articulation Agreement.

This Student Progression Plan strives to ensure that the required program of study, placement, promotion, reporting, retention, and special programs are equitable and comprehensive, for all students.

¹ Throughout the Student Progression Plan, when the word "parent(s)" is used, it also refers to "legal guardians" and persons acting a parent.

² Throughout the Student Progression Plan, SDPBC will be used to refer to the School District of Palm Beach County.

Mission, Goals, and System-Wide Measures

The Florida Department of Education's mission, stated in Florida Statute § 1008.31(2), is to increase the proficiency of all students within one (1) seamless, efficient system. This is accomplished by providing students with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, while maintaining an accountability system that measures student progress toward the following goals:

- highest student achievement;
- seamless articulation and maximum access;
- skilled workforce and economic development; and
- quality efficient services.

Florida's Multi-Tiered System of Supports (MTSS)

Through implementing the problem-solving framework, Florida's Multi-Tiered System of Supports (MTSS) provides high-quality instruction and intervention matched to student needs. According to the Florida Department of Education³, MTSS involves the systematic use of assessment data to inform instructional decisions and efficiently allocate resources to improve learning for all students.

The core characteristics that underpin the MTSS model are:

- high-quality, research-based instruction provided to students in the General Education setting;
- continuous monitoring of student performance;
- screening of all students for academic and behavioral problems;
- multiple levels or tiers of instruction that are progressively more intense and based on the student's response to instruction; and
- implementation of a problem-solving method across all levels or tiers.

Academic Standards

The Plan incorporates herein, Next Generation Sunshine State Standards (NGSSS), Common Core State Standards (CCSS), and ACCEL option that provide academically challenging coursework or accelerated instruction to students in Kindergarten through 12th grade.

Responsibilities

The SDPBC instructional personnel are responsible for providing assistance to schools to consider the individual student's academic needs when placing students in subjects, grade levels, or specialty programs.

³ The publication, *A Teacher's Guide to Problem-Solving Within the Multi-Tiered System of Supports Framework (2010-2011)*, is available through the Bureau of Exceptional Education and Student Services, Florida Department of Education. The Guide is designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs for exceptional students. This document is available online at <http://www.fldoe.org/ese>.

The principal of a school is responsible for making and maintaining required records/reports and providing leadership for instruction that meets the needs of all students. [[Florida Statutes §§ 1001.54 & 1012.28](#)]

Teachers are responsible for providing effective instruction and remediation, as well as documenting instruction in all content areas and students' mastery of the above Standards.

ENTRY REQUIREMENTS

INITIAL REQUIREMENTS

In accordance with [Florida Statute § 1003.21](#), it is the responsibility of parent(s) of students entering Palm Beach County public schools for the first time to present evidence of the child's age at the time of registration.

Children and youths who are experiencing homelessness and children who are known to the department, as defined in [Florida Statute § 39.0016](#), shall be given a "temporary exemption" from these statutory requirements for thirty (30) school days. The term "children known to the department" means "children who are found to be dependent or children in shelter care."

To register, the following (4) types of documents are required:

1. ~~valid Birth Certificate or other documentation of birth as stated above⁴;~~
2. ~~Certification of a Physical/Health Examination⁵ (submitted within 30 school days, if not available at the time of registration);~~
3. ~~Proof of Residence⁶; and~~
4. ~~Florida Certificate of Immunization. (Refer to [Immunization Requirements](#) section.)~~

According to [Florida Statute § 1003.01\(12\)](#) and [State Board of Education Rule 6A-6036411\(1\)\(s\)](#), students who are without a fixed, regular, and adequate nighttime residence are considered as children and youth who are experiencing homelessness. Pursuant to the [McKinney-Vento Homeless Education Assistance Improvements Act of 2001](#) (Section 725) 42 U.S.C.A § 11432(g)(3)(A) (C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student school and grade level placement, as well as completion of required immunizations and physical examination, shall occur within thirty (30)

⁴ If a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

⁵ Refer to [Florida Statute § 1003.22](#), [State Board of Education Rule 6A-6.024](#), and [School Board Policy 5.06\(A\)\(2\)](#), as well as the recommended: [School Entry Health Exam \(DH 3040\)](#). See [Health Requirement](#) section.

⁶ For a student assigned to a school based on the student's residence under [School Board Policy 5.01\(1\)\(b\)](#), parent(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 Policies 5.01](#) and [5.011\(5\)](#), such as lease, mortgage, or utility bill. See acceptable documents, as well as exceptions to providing proof of residence within [School Board Policies 5.011](#) and [5.74](#). In cases where the family is unable to provide two (2) documents verifying proof of residence, an [Affidavit of Residence \(PBSD 1866\)](#) shall be completed by the parent. Additionally, schools must meet the language needs of parent(s) at all relevant stages of the registration process in a timely manner to ensure meaningful access to their students' educational opportunities.

days of enrollment. Refer to [School Board Policy 5.74](#) entitled Students Experiencing Homelessness and [Florida Statute § 1003.21\(1\)\(f\)](#) for procedures relating to the enrollment of these students.

When a student is not living with a biological or adoptive parent, and is registered for a school based on residence and is not experiencing homelessness, a person acting as parent must complete the [Affidavit of Person Acting as Parent \(PBSD 1543\)](#). Refer to [School Board Policy 5.011\(8\)](#) for guidelines regarding the use of this form.

A student who is emancipated, as described within School Board Policy 5.072, and provides sufficient documentation to the principal is not required to live in a residence with an adult authority as a condition of admission to school.

The SDPBC [New and Returning Student Registration Form \(PBSD 0636\)](#), must be completed by the parent(s), signed and returned to school at the beginning of each school year or when the student enters the SDPBC. This form is available in Spanish, Creole, and Portuguese. Parent(s) needing additional language assistance can contact the [Department of Multicultural Education](#) at: (561) 434-8620. 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) to promptly notify the school, in writing, of any change in a student's address.

STUDENT RESIDENCE ENROLLMENT REQUIREMENTS

Per [School Board Policy 5.011](#), residence and/or address shall mean the home location where the student and a parent (if applicable) are primarily living. Residence does not refer to citizenship or a proof of residence that would require a permanent resident card (Green Card) or any immigration documentation. Primary residence and/or address means the home in which the student and a parent (if applicable) lives most of the time.

A student must attend the school in his/her school attendance boundary unless otherwise formally approved for a different school. Students may also choose to attend virtual school in accordance with Florida law. Examples of times a student is formally approved to attend different schools include:

- acceptance to a choice program;
- McKay Scholarship transfer;
- Individual Education Plan (IEP) or Education Plan (EP) placement; and/or
- voluntary and involuntary reassignment (as authorized by law or another School Board Policy).

Proof of Address Requirements ([School Board Policy 5.011](#))

Upon initial enrollment in a school, when a student's school assignment is based on residence, a student or parent must produce two (2) current documents reflecting the correct residential street address, with certain exceptions expressed in the policy. Post office boxes, private mail box addresses or commercial establishment addresses are insufficient. Examples of acceptable documents reflecting residential street addresses are as follows:

- home telephone or cellular telephone bill;
- electric bill;
- rent receipt with the name of the tenant and landlord and contact information for all parties;
- lease agreement with the name of the tenant and landlord and contact information for all parties (valid only through the expiration date indicated on the agreement. Upon expiration, parent(s) must present a copy of the renewed or new agreement to the school office.);
- mortgage;
- home purchase contract including specific closing date, with copy of the deed to be provided within thirty (30) days of closing date;
- State of Florida driver's license;
- State of Florida identification card;
- automobile insurance policy;
- credit card statement;
- United States Postal Service confirmation of address change;
- evidence of correspondence, including a stamped, addressed, postmarked envelope delivered to the home address; or
- Declaration of Domicile form from the County Records Department.

For additional information regarding student registration refer to [School Board Policy 5.011](#).

MAXIMUM AGE LIMIT FOR ATTENDANCE

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, illness, or other extenuating circumstances as deemed by the principal or designee. 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 school 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.

Students with Disabilities

Students with a disability shall be considered to be "in a continuous study program" when that student's 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 (22) birthday, or until he/she earns a Standard Diploma, whichever comes first. Graduation with a Standard Diploma, regardless of age, constitutes cessation of FAPE and a change in placement, 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) if they have not earned a Standard Diploma, even if they have earned a General Education Development credential (GED). [Title 34, Code of Federal Regulations (CFR) Section, 300.102(a)(3) & State Board of Education Rules 6A-6.03011 through 6A-6.0361⁷]~~

~~Students with Active Section 504 Accommodation Plans~~

~~Students with a Section 504 Accommodation Plan must be "of school age" to continue receiving elementary and secondary educational services under Section 504. [Title 34 Code, of Federal Regulations Section 104.3(k)(4)(1)(2)]~~

~~Students Who Qualify for ESOL~~

~~Students who qualify for ESOL services 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, regardless of previously interrupted schooling.~~

~~Students Who Attain Age Sixteen (16)~~

~~Students who attain age sixteen (16) during the school year are not subject to compulsory school attendance beyond the date upon which they attain the age if the student files a formal declaration of intent. Refer to [Student Exit Interview \(PBSD 1055\)](#). At the bottom of the form, "Intent to Terminate" must be checked and the form must be signed by the student in order to terminate school enrollment with the School District. The School District must notify the student's parent(s) of receipt of the student's intent to terminate school enrollment. The student's school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to 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/her education in a different environment, including but not limited to, Adult Education and GED test preparation.~~

HEALTH REQUIREMENTS

Physical Examination

All new students seeking entrance into a public school in the SDPBC are required by [Florida Statute § 1003.22](#) and [School Board Policy 5.06](#) to present, at the time of entry, a valid health examination documented on a State of Florida [School Entry Health Exam \(DH 3040\)](#) performed within one (1) year prior to enrollment. [[State Board of Education Rule 6A-1.0985](#)]

⁷ State Board of Education Rules are located at: <https://www.flrules.org/default.asp>.

2013-2014 EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
All SDPBC students	School Health Entry Exam on DH Form DH 3040* required for PreK, Kindergarten, and Grade 7
All transfer students within the SDPBC and other counties within the State of Florida (including private schools)	Review of School Health Entry Exam on Form DH 3040* (original or copy) for at least kindergarten and/or grade 7 documentation
All transfer students from another state or country	<p>School Health Entry Exam on Form DH 3040* (original or copy) required for all grades</p> <p>Physicals presented on forms from another state are acceptable, if they include all components covered on Form DH 3040* and have the physician's signature and office stamp</p> <p>Physicals must have been performed within one year of enrollment, unless exempt based on a written request for religious reasons.</p>

* [Form DH 3040 – State of Florida School Entry Health Examination Form](#)

Immunization 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, a valid [Florida Certificate of Immunization \(DH 680\)](#). In accordance with [State Board of Education Rule 6A 1.098](#) and [Fla. Admin. Code 64D 3.046](#), students will not be admitted into class without proof of immunization with the physician's signature and office stamp, absent a lawful exemption. If a hardship exists for the parent(s) of transferring students, according to statute, it is permissible to allow 30 school days for the transfer of records.

[The Florida Certification of Immunization \(DH 680\)](#) is available from either private physicians or the Florida Department of Health. For additional information see <https://www.flshots.com/flshots/RetrieveImmRcd/GetForm680.csp>. The form includes sections for temporary and permanent medical exemptions based on medical reasons. For example, the *Temporary Medical Exemptions* must have an expiration date and the *Permanent Medical Exemptions* must be signed by a physician (M.D. or D.O.), as well as specify which vaccine the student is exempt from and the valid clinical reason for exemption.

The Certificate of Religious Exemption (DH 681) is available only through The Florida Health Palm Beach County. Only an original DH 681, generated by The Florida Shots Program for the Health Department, will be accepted at school sites. Additional information can be located at: http://www.doh.state.fl.us/Disease_ctrl/immune/children/schedules/exemptions.html.

NOTE: Homeless students without immunization and physical exam documentation must be enrolled and receive a thirty (30) school day exemption. Follow up with these students should be coordinated through the Homeless Education Assistance Resource Team (H.E.A.R.T) in Student Intervention Services.

According to the Florida Department of Health Immunization Program and [Department of Health Rule 64D-3.046](#), the required immunizations and dosages for high school students are as follows:

2013-2014 Immunization Requirements for Entry into Grades 9-12

Grades	9	10	11	12
DTaP/DT Series	X	X	X	X
Tdap Booster	X	X	X	
Tdap/Td Booster				X
Polio Series	X	X	X	X
MMR (2 doses)	X	X	X	X
Hepatitis B Series	X	X	X	X
Varicella (1 dose)	X	X	X	X

Source: <http://www.floridahealth.gov/healthy-people-and-families/childrens-health/school-health/enrollment.html>

Immunization Forms

Required Immunization Forms

The following medical forms **must** be completed:

- Documentation of Immunization (DH 680 Part A 1)
- Documentation of Temporary Medical Exemption (DH 680 Part
- Documentation of Permanent Medical Exemption (DH 680 Part C)

PLACEMENT OF TRANSFER STUDENTS

The following section addresses procedures relating to the acceptance of transfer work and credit for students as specified in [Florida Statute § 1003.25](#) and [State Board of Education Rule 6A-1.09941](#).

GENERAL TRANSFER INFORMATION

A student who transfers to a SDPBC public school must submit an official transcript. Grades earned and offered for acceptance shall be accepted at face value subject to validation, if required by the receiving school's accreditation. In accordance with [State Board of Education Rule 6A-1.09941](#), if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first (1st) grading period the student is enrolled. More information on AdvancEd validation, including AdvancEd Accredited Agencies, may be located at <http://www.advanc-ed.org>.

Validation of Transfer Credits/Grades

The principal shall validate transfer credit(s) or grades, which shall be based on performance during the first (1st) grading period the student is enrolled if:

- validation of the official transcript is deemed necessary under the AdvancEd policy;
- the student does not possess an official transcript; and/or

- ~~the student is a Home Education student without an official transcript from an educational institution or program.~~

The Department of Education has issued a memorandum regarding the [State Board of Education Rule 6A 1.09941](#), Florida Administrative Code (F.A.C) Revision. The memorandum discusses the terms of awarding Algebra 1, Geometry, and Biology 1 credit for transfer students. The full memorandum is available at: <http://info.fldoe.org/docushare/dsweb/Get/Document/6420/dps-2012-78.pdf>

Validation Process

As stated in [State Board of Education Rule 6A 1.09941](#), 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 (GPA) 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 in the next subsection of this Plan.

The grade of "P" (Pass) is used when validating/granting transfer credits 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 GPA.

Alternative Validation Procedure

As stated in [State Board of Education Rule 6A 1.09941](#), 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 (1)** of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent(s):

- ~~1. portfolio evaluation by the Superintendent or designee;~~
- ~~2. written recommendation by a Florida certified teacher selected by the parent(s) 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 Florida Comprehensive Assessment Test (FCAT) 2.0 or the Florida Department of Education (FLDOE) End of Course (EOC) Assessment; or~~
- ~~6. written review of the criteria utilized for a given subject provided by the former school.~~

Students must be provided at least ninety (90) calendar days from date of transfer to prepare for assessments outlined in 4 and 5 above, if required.

The student's custodial parent(s) may appeal the placement decision to the School District Superintendent/designee within fourteen (14) calendar days of the principal's decision.

INTERNATIONAL EXCHANGE STUDENTS

In accordance with [School Board Policy 5.045](#), when an international exchange student enters a Palm Beach County school, the sponsoring organization must provide documented evidence of:

- the named host family that has pledged to provide housing for the student during the period of enrollment in the school system;
- health, accident, and liability insurance that is valid in the United States;
- required immunizations prior to the student's first day of attendance;
- a written statement indicating who is responsible for the affected student in case of emergency; and
- evidence of sufficient English language proficiency, including reading, writing, and speaking that will enable the student to successfully function at the academic level in which he/she is enrolled.

The exchange student must be certified with a J-1 Exchange Visa, be a high school student and shall present documented proof with a birth certificate or passport showing that he/she will be at least sixteen (16) years of age but not have attained the age of eighteen and a half (18.5) prior to attendance at a school in the District.

The exchange student's transcript will be evaluated by the school counselor, so that the exchange student can enroll in appropriate grade-level classes.

The exchange student shall not, as a condition of enrollment, request or require a diploma of graduation or equivalent from the School District. International exchange students have all rights and responsibilities accorded to students in the District, except the right to a diploma and participation in graduation ceremonies.

The exchange student who is a high school graduate or equivalent from the country of origin must be cleared for the program by the appropriate Area Superintendent. (Refer to [School Board Policy 5.045](#) for more information.)

The principal of the school or designee shall approve the admission of each exchange student who lives within the regular school attendance boundary of the host family's residence. Once approved, the student's name must be submitted to the Area Office. Any Foreign Exchange Student issues are to be directed to the Area Office.

ENGLISH LANGUAGE LEARNER (ELL) TRANSFER STUDENTS

In accordance with [State Board of Education Rules 6A-6.0900](#), [6A-6.09091](#) and [6A-6.0905](#), the [School District of Palm Beach County Plan for Services to English Language Learners](#) is available at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>. ELLs are identified and assessed to determine eligibility for services in accordance with [State Board of Education Rule 6A-6.0902\(1\)\(2\)](#).

The English for Speakers of Other Languages (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. [[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 \(PBSD-1764\)](#) 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.

A student who is age appropriate for high school must be placed in at least the 9th grade. However, programmatic assessment must still be conducted and documented for students in grade 6-8. (Refer to [District ESOL Procedures Manual \(Section 5\)](#) located at: <http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.asp>.)

An ELL Committee meeting must be conducted when a student's placement is based on age, or 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 participate in the ELL Committee and placement process. In accordance with [State Board of Education Rule 6A-6.0902\(3\)\(d\)](#), parent(s) have the right to choose the ESOL Instructional Model (sheltered, support, dual language) in which their child is served.

ELLs are scheduled into classes that fulfill graduation requirements and the District Student Progression Plan, as well as completed academic coursework, regardless of the language in which the coursework was completed. High school placement procedures can be found in Section 5 of the [SDPBC ESOL Procedures Manual](#).

EXCEPTIONAL STUDENT EDUCATION (ESE) TRANSFER STUDENTS

The State Board of Education Rules ~~6A-6.03028, 6A-6.030191, 6A-6.0331, 6A-6.0361~~ and School Board Policy 5.725; Exceptional Student Education Policies and Procedures (SP&P), address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the requirements for students who transfer to the SDPBC within Florida and students who transfer from outside of Florida.

ESE Students Transferring within Florida

If an ESE student, who had an IEP or EP, that was in effect in a previous Florida school district, transfers to the SDPBC and enrolls in a new school, the SDPBC, in consultation with the parent(s), will provide a Free Appropriate Public Education (FAPE) to the student, which includes services comparable to those described in the child's IEP/EP from the previous Florida School District, until the SDPBC does either of the following:

- adopts the child's IEP or EP from the previous school district; or

- ~~develops, adopts, and implements a new IEP or EP that meets the applicable requirements of [State Board of Education Rule 6A-6.03028](#) or [6A-6.030191](#).~~

ESE Students Transferring from Outside of Florida

~~If an ESE student, who had an IEP or EP that was in effect in a previous school district (in another state), transfers to the SDPBC and enrolls in a new school within the same school year, the school district, in consultation with the parent(s), will provide a FAPE to the student, which includes services comparable to those described in the child's IEP/EP from the previous School District, until the SDPBC does both of the following:~~

- ~~conducts an initial evaluation in accordance with [State Board of Education Rule 6A-6.0331](#) (if determined to be necessary by the SDPBC); and~~
- ~~develops, adopts, and implements a new IEP or EP, if appropriate, that meets the applicable requirements of State Board of Education Rules 6A-6.03011 through 6A-6.0361⁸.~~

ESE Students Transferring with Section 504 Accommodation Plans

~~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 a Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing Section 504 Accommodation Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it determines that the Section 504 Accommodation Plan is not appropriate, the school must evaluate the student consistently with Section 504 procedures and develop and implement an appropriate Section 504 Accommodation Plan.~~

ATTENDANCE AND ABSENTEEISM

~~In accordance with [Florida Statute § 1003.24](#) and [School Board Policy 5.09\(1\)](#), school attendance is the direct responsibility of the parent(s) and child(ren). 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. Except as provided in [Florida Statute § 1003.24](#) and [State Board of Education Rule 6A-1.09513](#), 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. For detailed information regarding attendance requirements refer to [Florida Statute § 1003.21](#) and [School Board Policies 5.09](#).~~

ATTENDANCE POLICY AND PROCEDURES

~~As class participation is an important aspect of curriculum delivery in a traditional classroom, attendance will be a factor in demonstrating mastery. Students who are absent from a class~~

⁸ State Board of Education Rules are located at: <https://www.flrules.org/default.asp>.

more than ten percent (10%) of a semester must pass at least one (1) nine-week marking period and the semester exam in order to demonstrate their knowledge of the subject and to receive credit. This does not apply to virtual or performance-based instructional settings.

NOTE: If a student is absent more than ten percent (10%) of the second (2nd) semester in an EOC Assessment course, the student must earn a passing grade in the fourth (4th) nine weeks, in order to pass the course.

The [SDPBC Student and Family Handbook](#) outlines the attendance procedures. All school attendance procedures conform to District-wide procedures.

- Parent(s) are responsible for notifying the school when a child will be absent and for informing the school of the reason of the absence within twenty four (24) hours of the absence. The date(s) of the absence and reason should be provided.
- School officials may require medical verification of absences.

NOTE: Parent(s) are to be notified by telephone or by mail when lack of attendance endangers the child's grades.

Excused Absences

Per [School Board Policy 5.09](#), the following situations/reasons qualify as excused absences:

- student illness (if a student is continually sick and repeatedly absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);
- medical appointment;
- death in the family;
- observance of a religious holiday or service (that is recognized as such by all members of the faith per [School Board Policy 5.095](#));
- subpoena by a law enforcement agency or mandatory court appearance;
- suspension⁹ (in school and out of school);
- field trips which are authorized by the principal; and/or
- 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\(3\)\(a\)\(vi\)](#)]

Unexcused Absences

An unexcused absence is any absence that does not fall into one (1) of the above excused absence categories. [School Board Policy 5.09](#) mandates that each school in the District determine if an absence or tardiness is excused or unexcused, according to the criteria established by the School Board, within this Policy.

⁹ Suspension, in school and out of school, is the temporary removal of the student from his or her regular school program or all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the Principal/designee, as defined by [Florida Statute 5-1003.01\(5\)\(a\)\(b\)](#), and provided for in the [Code of Student Conduct, Policy 5-1813](#).

Make-Up Work

In accordance with School Board Policy 5.09, for excused and unexcused absence, including suspensions, the student will be afforded the opportunity to make up work without academic penalty. For In-School Suspensions (ISS), students will receive assignments daily. For Out-of-School Suspensions (OSS), students will receive assignments in a timely manner.

- For excused or unexcused absences, the number of days allowed to make up work shall be the same as the number of days the student was absent.
- For suspensions (ISS or OSS), all work is due on the day of return from suspension.

Students with Active Section 504 Accommodation Plans

When a student on an active Section 504 Accommodation Plan has excessive absences, the student must demonstrate mastery. In each case, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability of record. If the Multi-Disciplinary Team determines the absences are caused by the student's disability, the student's placement must be reevaluated for appropriateness. [[Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104](#)]

The Section 504 Accommodation Plan must address any additional accommodations, strategies, and/or interventions needed to ensure that the student has an equal opportunity to demonstrate course mastery.

Exceptional Student Education (ESE) Students

In the case of an ESE-eligible student with excessive absences, an Individual Education Plan (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. Refer to [State Board of Education Rule 6A-6.0331\(1\)\(c\)](#), [School Board Policy 5.725](#), and its referenced [Student Education Policies and Procedures \(SP&P\)](#).

If the IEP Team determines that the excessive absences are related to the student's disability, the IEP Team must take appropriate action, which may include waiver of the attendance guidelines in determining grades, as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences are not related to the student's disability, the student is treated the same as a General Education student.

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 can be found in [State Board of Education Rule 6A-6.03020](#) and is available in [School Board Policy 5.725](#); [Exceptional Student Education Policies and Procedures \(SP&P\)](#), pages 70-71; and [State Board of Education Rule 6A-6.03411](#). Additional information is provided by the [Department of Exceptional Student Education](#) at: <http://www.palmbeachschools.org/eese/hh.asp>.

NOTE: In accordance with [Florida Statute § 1003.33\(2\)](#), a student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

STUDENT WITHDRAWALS

PROCEDURES FOR STUDENT WITHDRAWAL

Withdrawal 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, as appropriate.~~

Withdrawal 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/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, as appropriate.~~

~~Principals may determine that the requirements for early withdrawal are not required when unusual/extenuating circumstances preclude full compliance by the student. Student withdrawal must be approved by the school principal and Area Superintendent.~~

Withdrawal for Enrollment in Home Education Program

~~To withdraw a student for enrollment in a Home Education Program, custodial parent(s) must initiate the withdrawal process at the school and notify the School District Superintendent/designee, in writing, of the intent to establish a Home Education Program for the student. The custodial parent(s) shall submit the Letter of Intent to the Home Education Office within thirty (30) days of the establishment of the Home Education Program. Information is provided by the School District's [Home Education Office](#). Parent(s) can also obtain assistance by contacting (561) 434-8052. [[Florida Statute § 1002.41](#) & [School Board Policy 8.14\(3\)\(4\)\(5\)](#)]~~

~~Home Education correspondence should be mailed to:~~

~~School District of Palm Beach County
Home Education Office
3308 Forest Hill Boulevard, Suite C-141
West Palm Beach, FL 33406~~

CURRICULUM

The SDPBC Curriculum Guidelines incorporates the strands and performance standards as defined by the Florida Department of Education Next Generation Sunshine State Standards (NGSSS), Common Core State Standards (CCSS), or Academically Challenging Curriculum to Enhance Learning (ACCEL) options, as applicable.

The curriculum includes standards for the following content areas:

- Arts Education
- Career Education
- English
- World Languages
- Mathematics
- Physical Education
- Science
- Social Studies

In addition, course descriptions or frameworks are provided for each high school course. These course descriptions meet the requirements of [State Board of Education Rules 6A 1.09412](#) and [6A 1.0944](#). 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.

High schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of all students. The School District shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet the State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, world languages, health and physical education, and the arts. [[Florida Statute § 1003.42\(1\)](#)]

High school courses may be yearlong or semester courses. With the exception of certain Dual Enrollment college 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.

TRANSFERRING HIGH SCHOOL CREDITS AND GRADUATION REQUIREMENTS

Transfer of high school credits and graduation requirements have been revised by recent legislation, including [State Board of Education Rule 6A 1.09941](#) and [Florida Statute § 1008.22\(9\)\(b\)](#), relating to acceptance of transfer work and credit for students taking End-of-Course (EOC) Assessment in a course for which the student has credit that was earned from the previous school. The contents of this legislation shall be interpreted consistently with the new requirements and the Florida Department of Education's interpretations of these State mandated provisions. The full memorandum may be viewed at: http://info.fldoe.org/docushare/dsweb/Get/Document_6420/dps-2012-78.pdf.

SPECIAL PROGRAMS

Career and Technical Education Programs

Students in the SDPBC are eligible for consideration and participation in Career & Technical Education Programs. Recent legislation has substantially changed many of these programs and has mandated placement and productivity standards as conditions for continued funding.

[[Florida Statutes §§ 1003.491 & 1003.492](#)]

It is essential that parents, students, teachers, school counselors, and administrators be aware that individual CTE courses do not stand alone, but are part of a planned program of study leading to college and career readiness and industry certifications, where applicable. Not all CTE programs or academies are offered at all high schools. Students should take advantage of available career planning activities within their schools when selecting CTE programs of study.

To better prepare our students to be college and career ready, the Department of Choice and Career Options has developed a solid Career Pathway System. This System includes rigorous Programs of Study to provide students with academic preparation, guidance, and career-related knowledge to help them prepare for their future career goals. Each program of study includes college credit earning opportunities through AP, Dual Enrollment, Gold Standard Statewide articulation agreements via industry certifications, as well as articulation agreements with local post-secondary institutions. At the core of each Program of Study is a common set of foundational knowledge and skills, which include the following:

- communication;
- creativity and innovation;
- critical thinking and problem solving;
- global, social, and cultural awareness; and
- intellectual curiosity.

Core Credit for Career and Technical Education

A student who completes selected Career and Technical Education (CTE) Industry Certification courses, which lead to college credit, may elect to substitute the course for up to two (2) mathematics courses and up to one (1) science credit. However, CTE Industry Certification courses may not be substituted for Algebra 1, Geometry, or Biology credits. Course code waiver numbers have been added to the Course Code Directory (CCD) for student transcript purposes:

- Industry Certification Mathematics Waiver numbers are 1200998 and 1200999; and
- Industry Certification Science Waiver number is 2000999 (see Section 3 of the CCD).

For a listing of applicable industry certifications, please visit the Resources section located on <http://www.fldoe.org/articulation/CCD/1314.asp> and access the *Statewide Articulation Agreements-Industry Certification*.

NOTE: Students interested in an applicable mathematics and/or science substitution through an Industry Certification, which lead to college credit, should consult with a school counselor

regarding college admissions criteria utilizing course substitutions. Course substitutions may not count towards State University System admissions requirements.

Career Academies

Students completing Career and Technical Education (CTE) programs or academies may receive a standard high school diploma or a Special Diploma, contingent on all other graduation requirements being met. In addition, students have the opportunity to earn one (1) or more of the following:

- Scholar Diploma Designation
- Merit Diploma Designation
- Career Education Program Completion Certificate;
- Articulated credits through Career Pathways (local and statewide);
- Dual Enrollment credits;
- State Licensure, if applicable; and
- Florida Bright Futures Vocational Gold Seal Scholarship.

Additional information is available at <http://www.palmbeachschools.org/9044ce/Index.asp>.

Career Education Program Completer Certificate

A Career Education Program Completer Certificate is awarded to students who successfully complete all courses in a Career and Technical Education (CTE) Program or academy, as set forth by the Florida Department of Education (FLDOE) and outlined in the District [Career and Technical Education Resource Manual](#) which is available on the District's CTE website: <http://www.palmbeachschools.org/9044ce/index.asp>.

Beginning in middle school, a student can begin a CTE Program of Study that includes proficiency in mathematics, communications, science, and a sequence of courses in a CTE Program or academy, such as business, marketing, drafting, computer technologies, culinary, public service, early childhood education, and health science occupations, etc. This will provide preparation for careers that will have continued growth in the 21st Century. In addition, Articulation Agreements with postsecondary institutions are developed to provide students with the opportunity to receive college credit for certain secondary CTE courses upon matriculation. [[Florida Statute § 1007.22](#)]

Scholarships are available to eligible students who successfully complete a CTE Program of Study through the Florida Bright Futures Scholarship Program.

Junior Reserve Officers' Training Corp (JROTC)

The School District shall allow a student attending a public high school in the District to enroll in the Junior Reserve Officers' Training Corps (JROTC) at another public high school in the District unless:

- the student's school offers the JROTC for any branch of the United States Armed Forces or United States Department of Homeland Security;

- the student does not meet the JROTC's minimum enrollment qualifications; or
- scheduling of the students' courses of study does not allow the student to attend the JROTC at another public high school in the School District.

Pursuant to [Florida Statute §1003.451\(2\)\(a\)\(b\)](#), the School District is not required to provide transportation for a student to attend the JROTC at another public high school in the School District.

English for Speakers of Other Language (ESOL) Programs

In accordance with [State Board of Education Rules 6A-6.0902, 6A-6.0903, 6A-6.0904, 6A-6.0908](#), students who are identified as English Language Learners (ELLs) must be provided equal access to the general curriculum as defined by the SDPBC Curriculum Guidelines. The General Education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The student's Individual ELL Plan documents the instructional strategies that are required to ensure the student an equal opportunity to master the General Education curriculum. For a full explanation of the services and models, refer to the SDPBC [ESOL Procedures Manual](#) (Section 2) located at <http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.asp>.

Refer to [State Board of Education Rules 6A-6.09022](#) for more information on the extension of services for ELLs; [State Board of Education Rule 6A-6.0903\(2\)](#) regarding Standards for Student Exit from the ESOL Program and additional assessment requirements; and [State Board of Education Rule 6A-6.09031](#) for post reclassification of ELLs.

Educational Alternatives/Department of Juvenile Justice/Youth Services Programs

In accordance with [Florida Statutes §§1003.51, 1003.52, 1003.53, 1003.54](#) and State Board of Education Rules 6A-6.052 through 6A-6.05292⁴⁰, the SDPBC provides special assistance and programs to those students identified as at risk of dropping out of school.

The academic program for a Dropout Prevention (DOP)/Educational Alternatives (EA)/Department of Juvenile Justice (DJJ)/Youth Services student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum and/or setting. Various programs and support activities are available in EA/DJJ/Youth Services schools throughout the SDPBC. 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. 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. See [School Board Policy 8.13](#) and the referenced [Dropout Prevention/Educational Alternatives/Juvenile Justice/Youth Services Programs Manual](#), located on the Department of Educational Alternatives website: <http://www.palmbeachschools.org/9304/>.

⁴⁰ State Board of Education Rules are located at: <https://www.flrules.org/default.asp>.

Students identified as English Language Learners (ELLs) and/or eligible for Exceptional Student Education (ESE) services, who meet the eligibility criteria for Educational Alternatives /Dropout Prevention, may be considered for placement.

A student identified as at risk may be eligible for accelerated credit opportunities if the student is enrolled in:

1. an Educational Alternatives (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 educational alternatives (Dropout Prevention) course modification program designed for 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 credits for mastery of performance standards.

Teacher observation, classroom assignments, examinations, and alternative assessment methods are considered appropriate for assessing student mastery of the course performance standards.

Performance-Based Exit Option Model

The Performance-Based Exit Option Model, (formerly known as the GED Exit Option), when offered, is an instructional program that results in a Florida High School Performance-Based Diploma. Students who are enrolled in credit earning courses and who pass the required sections of Florida Comprehensive Assessment Test (FCAT) 2.0, End-of-Course (EOC) Assessments, or alternate assessment and the GED Tests, may be awarded a Performance-Based Diploma. This Performance-Based Diploma may not provide the same postsecondary options as a Standard Diploma. [[Florida Statute § 1003.435](#) & [State Board of Education Rule 6A-6.0212](#)]

Gifted Education Program

Students enrolled in the Gifted Education 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, such as Honors, Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE), is strategically offered in schools throughout the SDPBC. [[State Board of Education Rule 6A-6.030191](#)]

For more information regarding these programs refer [to School Board Policy 5.725](#) and the [Exceptional Student Education Policies and Procedures \(SP&P\)](#) relating to Gifted Education students.

Section 504 Accommodation Plans

A student is eligible for accommodations under Section 504 of the Rehabilitation Act of 1973, if the student is determined to have a physical or mental impairment that substantially limits one (1) or more major life activity of such student. In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

A student meets the requirement of being regarded as having impairment, by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six (6) months or less.

A Multi-Disciplinary Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one (1) or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An episodic or remissive impairment that substantially limits a major life activity is considered a disability, when active. Impairment that substantially limits one (1) major life activity need not limit other major life activities, in order to be considered a disability.

The determination of whether the impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- medication, medical supplies, equipment or appliances, low vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- use of assistive technology;
- reasonable accommodations or auxiliary aids or services; and/or
- learned behavioral or adaptive neurological modifications.

However, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether impairment substantially limits a major life activity.

To ensure compliance for all school decisions made under Section 504 and ADA, two (2) components are necessary. First, parent(s) must always be notified of any meeting scheduled to determine eligibility or subsequent meetings to make changes to the Section 504 Accommodation Plan. Second, service, accommodation, and placement decisions must be made by the student's Multi-Disciplinary Team. A Section 504 Accommodation Plan cannot be changed without proper parental notice and a Multi-Disciplinary Team Meeting. 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. [[Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104](#)]

Exceptional Student Education (ESE) Programs

Pursuant to [School Board Policy 5.725](#) and [State Board of Education Rule 6A-6.03028](#), Individual Education Plans (IEPs) for students with disabilities enrolled in an Exceptional Student Education (ESE) Program must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. Refer to [School Board Policy 5.725](#), the [Student Education Policies and Procedures \(SP&P\)](#), and [Florida Statutes §§ 1003.57, 1003.571, & 1003.5715](#)

All students must be given access to the general curriculum, 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 (1) or more content area may be more appropriate. The Next Generation Sunshine State Standards (NGSSS) include access points for students with significant disabilities. These access points are expectations for students with significant cognitive disabilities to access the General Education curriculum. Access points reflect the core intent of the standards with reduced levels of complexity. (Refer to [State Board of Education Rule 6A-1.09414](#) for course descriptions.)

In all cases, the IEP Team, which must include the parent(s), makes special program placements and educational decisions. The IEP must include 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. As appropriate, the IEP should enable the parent(s) and student to be involved in determining how the student will be involved/progress in the general curriculum, and how the student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)2](#)]

The IEP Team must draft benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards. The IEP Team has the discretion to also draft benchmarks and short-term objectives for other students with disabilities, at the discretion of the IEP Team. [[State Board of Education Rule 6A-6.03028](#)]

~~The IEP may specify whether accommodations¹¹/modifications¹² 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. The IEP contains an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)2](#)]~~

~~In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or severity of the disability is such that education in General Education classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. [[Exceptional Student Education Policies and Procedures \(SP&P\)](#)]~~

~~The SDPBC shall establish procedures that provide the opportunity for one (1) or both of the student's parent(s) to participate in meetings and decisions concerning the IEP for the student. A written notice of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, and who, by title or position, will be attending.~~

~~No later than the first IEP to be in effect (when a student turns fourteen (14) or younger if determined appropriate by the IEP Team), the notice must also indicate that a purpose of the meeting will be identifying transition services needs of the student, and that the district will invite the student. [[State Board of Education Rule 6A-6.03028\(3\)\(b\)3.4.](#)]~~

~~The IEP must include a statement of whether the student is pursuing a course of study leading to a Standard Diploma or a special diploma. This statement must be included during the student's eighth (8th) grade year or during the school year of the student's fourteenth (14th) birthday, whichever comes first. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)8](#)]~~

~~In order to ensure quality transition planning and services, the IEP Team shall begin the process of identifying transition service needs of students with disabilities, to include consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate. This will begin, no later than age fourteen (14), so that needed postsecondary goals may be identified and in place by age sixteen (16). [[State Board of Education Rule 6A-6.03028\(3\)\(h\)9](#)]~~

¹¹ 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.

¹² Modifications to basic or vocational courses may include: increased or decreased instructional time; varied use of methodology; special communications systems (which may be used by the teacher or the student); classroom or district test administration procedures; and other evaluations procedures (which may be modified, as specified in [State Board of Education Rule 6A-1.0943](#)) to accommodate the student's handicap. (Refer to [State Board of Education Rule 6A-6.0312](#), for course modifications for Exceptional Students.)

To the extent appropriate and with the consent of the parents or a student who has reached the age of majority, the District shall invite a representative of any participating agency that may be responsible for providing or paying for transition services. Parental consent or the consent of the student who has reached the age of majority must also be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services. [[State Board of Education Rule 6A-6.03028\(3\)\(b\)10](#)]

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

Home Education Programs

The School Board recognizes the rights of parent(s) to educate their child(ren) at home in lieu of regular attendance in a public or private school. This policy is to ensure the Home Education Program for students of the SDPBC are conducted in accordance with state laws and regulations. [[School Board Policy 8.14](#)]

A Home Education Program is sequentially progressive instruction of a student directed by his/her parent(s). The parent(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(s) is/are responsible for submitting an annual evaluation, in accordance with [Florida Statute § 1002.41](#). Information and forms are available at <http://www.palmbeachschools.org/homeeducation>.

Home Education correspondence should be mailed to:

School District of Palm Beach County
Home Education Office
3308 Forest Hill Boulevard, Suite C-141
West Palm Beach, FL 33406

Virtual Instruction

[Florida Statute § 1002.45](#) authorizes school districts to implement virtual instruction programs through district operated programs or programs provided by contracted providers approved by the Florida Department of Education. The SDPBC provides full time K-12 and part time 6-12 instructional programs. [[Florida Statutes §§ 1002.37, 1001.42\(23\)](#), [State Board Education Rule 6A-6.0980](#) & [6A-6.0981](#)]

A student who is a full-time student attending a traditional public school in the SDPBC must have permission from his/her school counselor and principal to enroll in Virtual Education courses.

For more information, see the program descriptions at: <http://www.palmbeachvirtual.org>. Student eligibility for participation is determined by [Florida Statute § 1002.455](#) and participation requirements are set forth in [Florida Statute § 1002.45\(6\)](#).

Beginning with the 2011-2012 incoming 9th grade class, the Digital Learning Now Act requires that all high school students graduating with a 24-Credit Standard Diploma (except those enrolled in the 18-Credit Graduation Option, Special Diploma, International Baccalaureate (IB) Program, or the Advanced International Certificate of Education (AICE) Program) successfully complete at least one (1) online course. Students may take these courses online outside of or as a part of the school day. [[Florida Statute §1002.45](#)]

NOTE: Driver Education taken online will not meet the Digital Learning Now Act requirement for students entering 9th grade in the 2013-2014 school year and thereafter.

Registered Home Education students may take a partial or full schedule with School District Florida Virtual School (FLVS) franchises or approved virtual education providers, in accordance with [Florida Statutes §§ 1002.37](#) and [1002.41](#). The Home Education Office must provide verification of active status and compliance for all registered Home Education students who enroll with FLVS as outlined in the District's FLVS Agreement.

~~ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)~~

~~The SDPBC provides unique learning opportunities and options for students on various levels of learning. The ACCEL options provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. Eligibility requirements and procedures have been established by the SDPBC. According to [Florida Statute § 1002.3105](#), ACCEL options include, but are not limited to the following:~~

- ~~● Credit Acceleration Program (CAP);~~
- ~~● Advanced Placement Program;~~
- ~~● International Baccalaureate (IB) Program;~~
- ~~● Advanced International Certificate of Education (AICE);~~
- ~~● Dual Enrollment and Early Admission;~~
- ~~● Career Academy Courses; and~~
- ~~● Virtual Courses.~~

~~Credit Acceleration Program (CAP)~~

- ~~● The CAP Program allows a student to earn high school credit in Algebra 1, Geometry, United States History, or Biology, if a student passes the statewide, standardized assessments administered under [Florida Statute § 1008.22](#).~~
- ~~● Course credit shall be awarded to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment.~~
- ~~● The School District shall permit a student who is not enrolled in the course, to take the assessment during the regular administration of the assessment. Students requesting participation in CAP should take the Palm Beach County Diagnostic EOC Assessment. Students who score the equivalent of a predicted Level 3 or higher on the Diagnostic EOC Assessment shall be permitted to take the statewide EOC Assessment.~~

Whole-Grade and Midyear Promotion

Whole-year and midyear promotion will be determined by the number of credits needed for the grade level as defined in the grade-classification section of the High School Student Progression Plan.

Procedures for Requesting Acceleration

To explore acceleration options, the student and parent(s) should contact the school to initiate the process of determining the student's eligibility for each option and develop a plan for acceleration, as appropriate. Upon notification of student and parent(s) request for acceleration, the school will:

1. review student achievement and academic performance data to establish eligibility for one or more ACCEL options;
2. notify student of eligibility and program requirements;
3. assist the student in meeting timeline and ACCEL option requirements; and
4. develop a schedule to meet student's needs and chosen program.

Advanced Placement

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 may be awarded to students who score a minimum of three (3) on a five (5) point scale on the corresponding postsecondary institution 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

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\(6\)](#)]

International Baccalaureate (IB) Program

The IB Diploma Program is an international two (2) year pre-university curriculum leading to internationally standardized written and oral examinations. Eligible secondary students are enrolled in a Program of Study that includes courses identified by the IB Organization or equivalent courses identified in the Bright Futures Comprehensive Course table. One (1) credit in Theory of Knowledge course is required. Students in Grades 9 and 10 must complete the prerequisite courses in each school's grades 9-12 IB Program of Study.

The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement 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 thirty (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\(7\)](#)]

Advanced International Certificate of Education (AICE) Program

The Advanced International Certificate of Education (AICE) Program 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 thirty (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\(8\)](#)]

Dual Enrollment Program

The Dual Enrollment Program is 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](#)]

In accordance with [Florida Statute § 1007.23\(5\)](#), a Dual Enrollment Articulation Committee made up of the SDPBC, Palm Beach State College, and Florida Atlantic University personnel, establishes rules, regulations, and policies of Dual Enrollment.

The Dual Enrollment Program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. [[Florida Statute §1007.271\(1\)](#)]

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. Dual Enrollment credit can be earned at Palm Beach State College, Florida Atlantic University, or any other public institution of higher learning that has an established Dual Enrollment Articulation Agreement with the SDPBC, pursuant to [Florida Statute § 1007.271](#). Course credit earned in these courses with a grade of "C" or better, shall transfer as college-level credit to a state college/university in Florida. 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 equate to one-half (½) a high school credit, while others equal one (1) credit. All Dual Enrollment grades shall receive the same weight as an Advanced Placement (AP) course.

The Dual Enrollment Articulation Agreement lists Dual Enrollment courses and credits meeting specific subject area credit toward graduation. College courses equivalent to less than three (3) credit hours do not qualify for high school credit. Certain Dual Enrollment courses may be used to satisfy specific required courses for graduation. (See the Florida Department of Education's *Dual Enrollment Equivalency List* at: <http://www.fldoe.org/articulation/pdf/DEList.pdf>.)

Students must meet the following requirements and conditions, as stated in the Dual Enrollment Articulation Agreements, in order to be eligible for participation in the Dual Enrollment Program:

- Students must be enrolled in grades 10-12 (beginning the summer, after 9th grade).
- Students must have a minimum 3.0 GPA for all courses except career/technical courses, for which a minimum 2.0 GPA is required. [[Florida Statute § 1007.271\(3\)](#)]
- Students must earn passing scores on either the SAT, ACT, Postsecondary Education Readiness Test (PERT) or Florida College Entry Level Placement Test (FCELPT), as specified in the Dual Enrollment Articulation Agreement. Students must earn a passing score on all sections of the above named tests, as specified in the Dual Enrollment Articulation Agreement, to enroll in any course except career/technical courses at Palm Beach State College.
- Students enrolling in a career/technical course must earn passing scores on the Test of Adult Basic Education (TABE) required by the individual vocational program.
- Students must limit enrollment to no more than eight (8) total college credit hours per semester, regardless of the number of institutions they attend (per Dual Enrollment Articulation Agreement).
- Students must contact the school counseling office to begin the Dual Enrollment application process.
- Students must receive approval of the high school principal/designee.
- Students must adhere to the Dual Enrollment Agreement Guidelines set up by the school. Participation in Dual Enrollment is subject to the school's schedule.
- Students must satisfy any course prerequisites.
- The college/university must have space available in the requested course.
- Students must maintain a minimum 3.0 cumulative GPA [[Florida Statute § 1007.271\(3\)](#)] per semester and earn a grade of "C" or better in any college level course, in order to continue in the Dual Enrollment Program. A student will be dismissed from the Dual Enrollment Program if he/she earns a grade of "W".
- Students may not enroll in a Dual Enrollment course that cannot be completed prior to graduation.

Students may not enroll in vocational preparatory instruction, college preparatory instruction, and other forms of precollegiate instruction, or physical education courses that focus on the physical execution of a skill, rather than the intellectual attributes of the activity. [[Florida Statute §1007.271\(2\)](#)]

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. 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\(4\)](#)]

Per [Florida Statute § 1007.271\(16\)](#), there are no tuition, registration, laboratory fees, or textbook costs to students participating in either the Advanced Placement (AP) Program or the Dual Enrollment Program. Students are responsible for textbooks that must be returned to the vendor. Fees will be charged to students who lose or damage textbooks. Students will be responsible for parking permits, identification card fees, late fees, library fees, special course fees, etc. or other course-related materials.

A student may attempt a single course a maximum of three (3) times during their college career in a Florida postsecondary educational facility. These three (3) attempts include withdrawals.

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 (6) courses through the high school. However, if a student enrolls in a high school course on the high school campus, the student will be required to enroll in six (6) courses or eight (8) courses in schools on a four by four block schedule. Students may not dually enroll if they will graduate prior to the end of the postsecondary course. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees, if the student meets the postsecondary institution's admissions requirements. [[Florida Statute § 1007.271\(2\)](#)]

Enrollment in Schools without Dual Enrollment Agreements

With principal's permission, students may dual enroll in colleges or universities other than those that have Dual Enrollment Agreements with the SDPBC. Students must adhere to the Dual Enrollment Agreement Guidelines set up by the school. Participation in Dual Enrollment is subject to the school's schedule.

The parent(s) and/or student will be responsible for payment of fees and instructional materials. Excluding the required fees, all other rights and privileges will be afforded these students as those under Dual Enrollment Agreements (Dual Enrollment Articulation Agreement between the School District, Palm Beach State College, and Florida Atlantic University).

Dual Enrollment for Home Education Students

Registered Home Education students may participate in the Dual Enrollment Program following criteria set forth in the Dual Enrollment 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\(4\)\(10\)\(a\)\(14\)](#)]

EARLY ADMISSION TO COLLEGE

The University Boards of Trustees, Florida College System Institution Boards of Trustees, and District School Boards are encouraged to establish intrainstitutional and interinstitutional programs to maximize articulation. All secondary students and their parents(s) shall be informed of Dual Enrollment as an educational option and mechanism for acceleration. [[Florida Statutes §§ 1007.22\(1\)\(2\), 1007.27, & 1007.271\(7\)\(8\)](#)]

In accordance with [Florida Statutes §§ 1007.27\(5\)](#) and [1002.20\(6\)\(a\)](#), early admission is a public school choice option and an acceleration mechanism. 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 students are eligible to participate in graduation ceremonies and social events that would be afforded them, had they remained at the high school for their last year. Such students are not eligible for recognition as valedictorian or salutatorian during graduation ceremonies.

Early admission may be a form of Dual Enrollment; thus tuition and book fees are waived, as specified under a Dual Enrollment Articulation Agreement between the School District of Palm Beach County, Palm Beach State College, Florida Atlantic University, or other public institution of higher learning pursuant to state law. [[Florida Statute § 1007.27](#)]

To qualify for early admission, a student must meet the following criteria:

- be accepted by an accredited college, university, or career center as a full time student; [[Florida Statute §1007.271\(7\)](#)]
- have a GPA of 3.0 (starting August 2014 the GPA requirement will be 3.2);
- successfully complete a minimum of six (6) semesters of high school work for a student who selected the 24-Credit Graduation Option;
- successfully complete a minimum of four (4) semesters of high school work for a student who selected one of the 18-Credit Graduation Options;
- enroll in the postsecondary institution as a full time student (at least 12 credit hours) and maintain full-time status, per the Dual Enrollment Articulation Agreement between the School District, Florida Atlantic University and Palm Beach State College; and
- enroll in college courses equivalent to remaining graduation requirements, per the Dual Enrollment Articulation Agreement between the School District, Palm Beach State College, and Florida Atlantic University. [[Florida Statute § 1007.27\(5\)](#)]

The student may be awarded a Standard Diploma with his/her cohort class based on the following criteria:

- completion of at least one (1) college semester, or the equivalent;

- maintenance of at least a cumulative “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 § 1003.4295](#)];
- successful completion of college courses equivalent to remaining graduation requirements, per the Dual Enrollment Articulation Agreement between the School District, Florida Atlantic University and Palm Beach State College; and
- 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 Dual Enrollment Agreements with the SDPBC. However, the parent(s) and/or student will be responsible for payment of fees. All other statutory rights and privileges will be afforded these students as those under Dual Enrollment Agreements. [[Florida Statute §1007.27\(5\)](#)]

Registered Home Education Students

Home Education students may participate in early admission to college following criteria set forth in the Dual Enrollment 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\(13\)\(a\)\(2\)](#)]

PROMOTION

GRADE CLASSIFICATION FOR PROMOTION

The following requirements are used to determine grade classification to the next grade level:

Classification	Requirements for Promotion
9 th Grade to 10 th Grade	19 or fewer credits needed to graduate
10 th Grade to 11 th Grade	13 or fewer credits needed to graduate OR A passing score on both the 10 th -grade Florida Comprehensive Assessment Test (FCAT) 2.0 Reading AND Algebra 1 End-of-Course (EOC) Assessment
11 th Grade to 12 th Grade Enrolled in Graduation Option A	7 credits or fewer needed to graduate

Students, who require less than six (6) credits in order to graduate, may opt to complete all needed credits through the Adult Education Credit Lab (with a limit of two (2) courses per year), the Florida Virtual School Program, Palm Beach Virtual, and/or Dual Enrollment Program, if eligible. Students are limited to eight (8) college credit hours per semester. These students

need not enroll in a full schedule of at least six (6) 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 (i.e., eight (8) courses in schools on a four by four block schedule).

With the exception of students who have been accepted into an early admission program, grade 12 students transferring into the School District will be required to enroll in a minimum of six (6) courses (i.e., eight (8) courses in schools on a four by four block schedule). At least one-half (½) of these courses must be completed at the home school in order to receive a diploma from that school.

GRADE CLASSIFICATION FOR MID-YEAR PROMOTION

The School District classifies students as 10th or 11th or 12th graders two (2) times each year:

- following the completion of the final grading period; and
- 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.

For students who have been previously retained, the following requirements are used to determine grade classification at the end of the 1st semester:

Classification	Requirements for Promotion
9 th Grade to 10 th Grade	17.5 or fewer credits left to graduate
10 th Grade to 11 th Grade	10.5 or fewer credits left to graduate
11 th Grade to 12 th Grade	3.5 or fewer credits left to graduate

REMEDICATION

REMEDIAL INSTRUCTION

In accordance with [Florida Statute § 1008.25\(3\)](#), remedial and supplemental instruction resources must be allocated first to students who fail to meet achievement performance levels required for promotion. The School District provides remedial instruction for those students with substantial reading, writing, science, and/or mathematics deficiencies as identified by District or State testing.

In accordance with [Florida Statute § 1008.25\(4\)](#), remedial instruction shall be provided through implementation of a Progress Monitoring Plan (PMP), a Student Plan for Services for English Language Learners (ELLs), an Individual Educational Plan (IEP), or a student's 504 Accommodation Plan, developed in consultation with a parent. 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 elective credits. [[Florida Statute § 1003.4282\(5\)](#)]

Students who do not pass the required state assessment test are provided remedial instruction and must retake the test during regularly 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.

Remedial instruction is also provided for students who fall below standards for classification to the next grade level. Students identified as having below the credit or grade level requirements for classification, may take courses for forgiveness (refer to [Forgiveness Rule](#) section or credit accrual, by enrolling in and/or attending the following:

- Summer School (if offered);
- Adult Education Center (AEC) Credit Lab;
- AEC Adult High School Credit Program and/or AEC Florida Comprehensive Assessment Test (FCAT) 2.0 remediation courses;
- various Adult Community School Programs;
- Palm Beach Virtual Community School;
- Edgenuity Credit Recovery;
- Edgenuity VIP;
- Aventa Learning;
- Middlebury Interactive; and
- Palm Beach Florida Virtual School (FLVS).

Other credit programs may be developed by the School District to assist students toward meeting classification requirements.

IDENTIFICATION OF STUDENTS IN NEED OF REMEDIATION

The following sections identify performance levels as they relate to the Florida Comprehensive Assessment Test (FCAT) 2.0 Reading, End-of-Course (EOC) Assessments, FCAT Writing, Scholastic Reading (SRI) Interactive, and additional optional assessments. This permits decision-makers to identify the overall achievement of each child through District and State assessments and allows 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 information is based upon [Florida Statute § 1008.25\(4\)](#).~~

Reading Remediation

~~The goal of reading remediation is to provide students with the skills and strategies necessary to assist them in reading text that is on grade level. In compliance with [State Board of Education Rule 6A-6.054](#) (K-12 Student Reading Intervention Requirements), the SDPBC follows the outlined criteria to determine the level of reading support provided for students.~~

~~Students who earned a Level 1 or 2 on the previous year's FCAT Reading 2.0 must receive intensive reading support. The level of support necessary depends upon the results of the Florida Assessments for Instructional Reading (FAIR) and teacher input.~~

Students Entering 9th Grade Prior to the 2013-2014 School Year

- ~~• If a student (FCAT Reading 2.0 Level 1 or 2) is two (2) or more years below grade level as determined by FAIR, he/she must take either two (2) periods of intensive reading or one (1) period of intensive reading along with one period of a content area class, taught by a reading endorsed or reading certified teacher. Teacher input will determine which path is most appropriate.~~
- ~~• If a student (FCAT Reading 2.0 Level 1 or 2) is not two (2) or more years below grade level as determined by FAIR, but has deficiencies in word analysis and/or text efficiency (as determined by subtests on FAIR), the student may take two (2) periods of intensive reading or one (1) period of intensive reading along with one (1) period of a content area class, taught by a reading endorsed, reading certified, or Next Generation Content Area Reading (NGCAR) trained teacher. Teacher input will determine which path is most appropriate.~~
- ~~• If a student (FCAT Reading 2.0 Level 1 only) is not two (2) or more years below grade level as determined by FAIR, and does not have deficiencies in word analysis and/or text efficiency (as determined by subtests on FAIR), then he/she must take one (1) period of intensive reading.~~
- ~~• If a student (FCAT Reading 2.0 Level 2 only) is not two (2) or more years below grade level as determined by FAIR, and **does not** have deficiencies in word analysis and/or text efficiency (as determined by subtests on FAIR), then he/she may take one (1) period of intensive reading or a content area class, taught by a reading endorsed, reading certified, or NGCAR trained teacher. Teacher input will determine which path is most appropriate.~~

NOTE: ~~A student may qualify for a Good Cause Waiver if he/she has earned a Level 3 or higher on the previous three (3) consecutive FCAT 2.0 Reading Assessments.~~

Students Entering 9th Grade in the 2013-2014 School Year or Before

- ~~• If a student (FCAT Reading 2.0 Level 1 or 2) is two (2) or more years below grade level as determined by FAIR, he/she must take either two (2) periods of intensive reading or one (1) period of intensive reading along with one (1) period of a content area class, taught by a reading endorsed or reading certified teacher. Teacher input will determine which path is most appropriate.~~

- If a student (FCAT Reading 2.0 Level 1 or 2) is not two (2) or more years below grade level as determined by FAIR, but has deficiencies in word analysis and/or text efficiency (as determined by subtests on FAIR), the student may take two (2) periods of intensive reading or one (1) period of intensive reading along with one (1) period of a content area class, taught by a reading endorsed, reading certified, or NGCAR-trained teacher. Teacher input will determine which path is most appropriate.
- If a student (FCAT Reading 2.0 Level 1 or 2) is not two (2) or more years below grade level as determined by FAIR, and **does not** have deficiencies in word analysis and/or text efficiency (as determined by subtests on FAIR), then he/she may take one (1) period of intensive reading or a content area class, taught by a reading endorsed, reading certified, or NGCAR-trained teacher. Teacher input will determine which path is most appropriate.

Algebra 1 Remediation

Algebra 1 (2011-2012 Grade 9 Cohort and Younger)

Algebra 1 End-of-Course Assessment Scale Scores for each Achievement Level

Level 1	Level 2	Level 3	Level 4*	Level 5
325-374	375-398	399-424	425-436	437-475

*Scoring at or above achievement Level 4 indicates the student is high achieving and has the potential to meet college-ready standards by the time the student graduates from high school.

Scoring at or above achievement Level 3 on the Algebra 1 End-of-Course (EOC) Assessment indicates proficiency and awards the student credit in Algebra 1.

If a student does not meet the minimum score of achievement Level 3 or above the student may move on to the next higher mathematics course but must retake the Algebra 1 EOC Assessment to [Florida Statutes §§1003.428\(2\)](#) and [1003.4285](#).

In accordance with [Florida State Statute § 1003.428\(2\)\(b\)\(2\)](#) and general requirements for high school graduation, students scoring a Level 1 or 2 on the Algebra 1 EOC Assessment, who need to retake the assessment, must receive remediation. Remediation can be provided within a variety of ways:

- in a mathematics class during the regular school day;
- in another subject area course during the regular school day;
- in a before or after school remediation program or class;
- as part of an online course; and/or
- through other methods.

SUMMER SCHOOL

According to [School Board Policy 2.37](#), the Superintendent may provide for appropriate summer school programs in the annual school budget, as the budget allows, and shall provide summer programs as required by law.

~~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; and~~
- ~~• continuation of academic skills as part of the curricular continuum.~~

~~Refer to *The SDPBC Summer Program Implementation Manual*.~~

Summer School Attendance

~~Summer School class time is limited; therefore, absences generally are not excused. Students taking high school credit courses, who are dismissed from class, will not receive credit for the course.~~

Students Enrolled in General Education Courses

~~A student currently enrolled in grade 9, 10, or 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 an "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 12th grade is eligible to attend Summer School in order to:~~

- ~~• retake a core course (English, mathematics, science, or social studies) in which the grade earned was "F";~~
- ~~• retake a course in which the student earned a "D" (if the Grade Point Average (GPA) is below the graduation requirement); or take an elective credit that will enable the student to meet the course or GPA graduation requirements.~~

Home Education Students

~~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.~~

Extended School Year (ESY) for Exceptional Student Education (ESE) Students

~~Extended School Year (ESY) Services are specially designed instruction and related services that are provided to an ESE-eligible student beyond the regular School District school year, in accordance with the student's IEP. Per [State Board of Education Rule 6A-6.03028 \(3\)\(g\)\(11\)](#), ESY services must meet State Educational Standards. ESY services are always offered at no cost to the parent(s).~~

~~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 a 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-6.03028\(3\)\(g\)\(11\)](#)]~~

~~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 must complete all ACP courses prior to graduation.~~

PROGRESS MONITORING

PROGRESS MONITORING PLAN (PMP) PROCESS

~~A PMP is intended to provide the District and the school with flexibility in meeting the academic needs of the student. According to [Florida Statute § 1008.25\(4\)](#), a student who is not meeting the School District's or State's requirements for proficiency in reading, mathematics, and science must have one (1) of the following plans to target instruction and identify ways to improve his/her academic achievement:~~

- ~~• a federally required student plan such as an Individual Education Plan (IEP);~~
- ~~• a schoolwide system of progress monitoring for all students; or~~
- ~~• an individualized Progress Monitoring Plan (PMP).~~

~~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 forty five (45) calendar days of being identified as needing remediation.~~

~~In accordance with [Florida Statute § 1008.25\(4\)\(b\)](#), all PMPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s) 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.~~

~~It is the responsibility of the teacher and the principal to ensure that the PMP is substantive and that the outlined instructional and support services are provided. The 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.

English Language Learners (ELLs)

If a student has an English Language Learner (ELL) Plan, this Plan may include strategies and the student may not need a PMP. However, if the ELL Plan does not include the required strategies to remediate the student's deficiency, a PMP can be written. An ELL Plan can be amended to include the strategies so that a PMP would not be necessary.

Progress Monitoring Plan (PMP) Implementation

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 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\(4\)\(a\)](#)]
2. If the student has been identified as having a deficiency in reading, refer to the K-12 Comprehensive Reading Plan, which includes instructional and support services to meet the desired levels of performance.
 - 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;
 - tests/placement tests; and/or
 - diagnostic software results.
3. If the student identification occurs during the 4th marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.
4. For each year in which a student scores Level 1 on the Florida Comprehensive Assessment Test (FCAT) 2.0 Reading, the student must be enrolled in and complete, at a minimum, 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.
5. 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, as defined by [Florida Statute § 1003.4156\(1\)\(b\)](#) and [State Board of Education Rule 6A-6.054\(2\)](#).~~

- ~~6. For each year in which a student scores at Level 1 or Level 2 on the mathematics and/or science state assessments, the student must have a PMP and received remediation. [[Florida Statute § 1008.25\(4\)\(a\)\(b\)](#)]~~
- ~~7. 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.~~

English, Mathematics, and Science Performance Standards

~~High school students are expected to receive passing grades in the required English, mathematics, and science courses. Those students, who fail to receive passing grades, will be provided interventions and strategies within the 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.~~

Exceptional Student Education (ESE) Students

~~The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires that the Individual Education Plan (IEP) for each child with a disability include a statement of measurable annual goals, including academic and functional goals. The IEP must 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'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.~~

GRADUATION REQUIREMENTS

~~Students are required to satisfy the graduation requirements in effect at the time the student first enters 9th 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.~~

~~Schools shall provide parent(s) with information concerning the all graduation options, including the respective curriculum requirements for those options, so that the students and their parent(s) may select the program that best fits their needs.~~

GRADUATION REQUIREMENTS FOR A STANDARD DIPLOMA

Assessment Requirements

In order to receive a Standard Diploma, students must achieve passing scores (Level 3 or above) on the Florida Comprehensive Assessment Test (FCAT) 2.0 administered in Grade 10, or subsequently thereafter, or meet the concordant subject area test score on a State Board of Education approved alternate assessment. They must also satisfy student performance standards for each course in grades 9-12 for which credit toward graduation is awarded. As for students with a disability, see below as to the criteria for waivers from this graduation requirement. [[Florida Statutes §§ 1008.22\(3\), 1003.428\(3\), 1003.438](#), [State Board of Education Rule 6A-1.0995](#), & [6A-1.09961](#)]

Beginning with the 2011-2012 school year, the administration of the Grade 10 FCAT 2.0 Mathematics has been discontinued, except as required for students who have not attained minimum performance expectations for graduation. Beginning with the students entering 9th grade, for the first time in the 2011-2012 school year and thereafter, students must achieve passing scores on the Algebra 1 End-of-Course Exam (EOC) Assessment or subsequently thereafter meet the comparative scores on the Postsecondary Education Readiness Test (PERT).

A student may satisfy the FCAT 2.0 Reading requirement by achieving an equivalent or concordant score on an alternate assessment, the ACT, or SAT. [[Florida Statutes § 1008.22\(10\)\(11\)](#)]

The concordant/comparative scores for ACT, SAT and PERT updates are located at: <http://fcats.fldoe.org/pdf/fcatpass.pdf>.

Students who have met all of the requirements for the standard high school diploma, except for the passing of the FCAT 2.0 Reading or an alternate assessment by the end of 12th grade, must be given the opportunity to participate in an accelerated high school equivalency diploma preparation program, including FCAT 2.0 Reading remediation and GED preparation. Students must also be allowed to take a 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 § 1003.433\(2\)](#)]

Standardized Assessment Waivers for ESE Students

As for students with a disability, see below as to the criteria for waivers from this graduation requirement. (For additional information refer to [Florida Statutes §§1008.22\(3\)\(c\), 1003.428\(3\), 1003.438](#) and [State Board of Education Rule 6A-1.099](#) and [1.09961](#).)

The FCAT 2.0/Algebra 1 EOC Assessment graduation waiver process is designed for consideration of students with disabilities who may be eligible for a waiver on one (1) or both sections of the FCAT 2.0 or the Algebra 1 EOC Assessment. [Student Education Policies and Procedures \(SP&P\)](#)]

In order for the FCAT 2.0/Algebra 1 EOC Assessment graduation requirement to be waived, the IEP Team must meet to determine whether or not the FCAT 2.0/Algebra 1 EOC can accurately measure the student's abilities, taking into consideration allowable accommodations.

Assessment Waiver Eligibility Criteria

To be considered for a waiver from the FCAT 2.0/Algebra 1 EOC Assessment graduation requirement for a standard high school diploma, the student must:

- be identified as having a disability as defined in [Florida Statute § 1007.02\(2\)](#);
- have an Individual Educational Plan (IEP);
- have demonstrated proficiency in the core content knowledge and skills needed for a standard high school diploma;
- have taken the Grade 10 FCAT 2.0 with appropriate, allowable accommodations at least twice (once in grade 10 and once in grade 11); and
- be progressing toward meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other District requirements for graduation with a Standard Diploma.

Additionally, to ensure that each student has had every opportunity to pass the FCAT 2.0, participation in FCAT 2.0 Reading during March of the senior year, is recommended. A transfer ESE eligible student may be considered for a waiver.

Course Credit Requirements

In accordance with [Florida Statute § 1003.436\(2\)](#), credits are awarded in one-half (½) credit increments per semester upon successful completion of course requirements. See options below for specific credit requirements.

Beginning with the 2011-2012 incoming 9th grade students, the Digital Learning Now Act requires that all high school students graduating with a 24-Credit Standard Diploma (except those enrolled in the ACCEL Option, Special Diploma, International Baccalaureate (IB) Program, or the Advanced International Certificate of Education (AICE) Program) successfully complete at least one (1) online course. Students may take these courses online, outside of or as a part of the school day. [[Florida Statute § 1002.45](#)]

NOTE: Starting with students enrolling in 9th grade, in the 2013-2014 school year, Drivers Education will no longer count for the online requirement.

Grade Point Average (GPA) Requirements

Grade Point Average (GPA) is defined as the numerical average represented by the point value of the letter grades earned, divided by the number of semester grades. The point value is based on a standard scale of 4.0 with no weighing 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](#)]

Students must earn a minimum GPA of 2.0 on a 4.0 scale for all credits attempted, except for those replaced according to the [Forgiveness Rule](#). [[Florida Statute § 1003.428\(4\)\(d\)](#)]

FOUR-YEAR, 24-CREDIT TRADITIONAL OPTION

The twenty-four (24) credits may be earned through applied, integrated, and combined courses approved by the Department of Education. [[Florida Statute § 1003.428\(2\)](#)]

Virtual/Online Course Requirements

Beginning with students entering 9th grade in the 2011-2012 school year, at least one (1) course within the twenty-four (24) credits required in this subsection must be completed through online learning. An online high school credit course taken during grades 6-8 fulfills this requirement. [[Florida Statute § 1003.428\(2\)\(c\)](#)]

English Requirements

- Students must earn four (4) English credits (English I, II, III and IV).

Mathematics Requirements

- Students must earn four (4) high school mathematics credits, which must include Algebra 1 and geometry. [[Florida Statute § 1003.428\(2\)\(a\)2](#)]
- Three (3) of the four (4) required mathematics credits must be earned in grades 9-12. However, students who score a minimum of 550 on the mathematics portion of the SAT, or a minimum score of twenty-four (24) on the mathematics portion of the ACT, may be exempt from the requirement that the three (3) credits be earned in grades 9-12 and may use all high school mathematics credits earned at middle school toward the four (4) credit graduation requirement. (Students should be reminded that meeting only minimum mathematics credits may adversely impact college admission.)
- The grades earned in high school courses, taken in middle school, will be included on the high school transcript.
- Grade 9 students, who enrolled in Algebra 1 in the 2010-2011 school year, took the Algebra 1 End-of-Course (EOC) Assessment, which counted as 30 percent (30%) of the final grade. [[Florida Statute § 1008.22\(3\)\(b\)1](#)]
- Students enrolled in Algebra 1 in 2011-2012 and thereafter, must pass the Algebra 1 EOC Assessment, in order to fulfill the graduation requirement. [[Florida Statute § 1008.22\(3\)\(b\)1](#)]
- Beginning with the 2011-2012 school year, all students enrolled in geometry must take the Geometry EOC assessment. [[Florida Statute § 1008.22\(3\)\(b\)1](#)]
- Grade 9 students who enrolled in geometry in the 2011-2012 school year, took the Geometry End-of-Course (EOC) Assessment, which counted as 30 percent (30%) of the final grade
- Students enrolled in high school as of the 2012-2013 school year who earned a passing grade in geometry, before the 2013-2014 school year, shall be awarded a geometry credit irrespective of the student's performance on the Geometry EOC Assessment. Any student

entering 9th grade in the 2012-2013 school year, who took Geometry in 2012-2013, was only required to pass the geometry course to earn Geometry credit.

- ~~Students, who enroll in Algebra 1 in the 2013-2014 school year and thereafter, must pass the Algebra 1 course and take the Algebra 1 EOC Assessment, which will count as 30 percent (30%) of the student's final course grade. Algebra 1 credit is **not** reliant upon earning a proficient score on the Algebra 1 EOC Assessment.~~
- ~~A student must pass the Algebra 1 End-Of-Course Assessment to earn a Standard Diploma. A comparative score of ninety-seven (97) on the Postsecondary Education Readiness Test (PERT) will satisfy this requirement.~~
- ~~Students, who enroll in geometry in the 2013-2014 school year and thereafter, must pass the geometry course and take the Geometry EOC Assessment, which will count as thirty percent (30%) of the student's final course grade.~~
- ~~Beginning with the 2013-2014 school year, a student taking Algebra 2 must take the statewide, standardized Algebra 2 assessment, *when one exists*, and that score will count as 30 percent (30%) of the student's final course grade.~~
- ~~Industry certification courses that lead to college credit may substitute for up to two (2) mathematics credits, not including Algebra 1 or Geometry.~~

The following students must take the Algebra 1 End-of-Course (EOC) Assessment:

- ~~All students enrolled in and completing any of the following courses:
 - ~~Algebra 1 — course code 1200310~~
 - ~~Algebra 1 Honors — course code 1200320~~
 - ~~Pre-AICE Mathematics 1 — course code 1209810~~
 - ~~IB-MYP — Algebra 1 Honors — course code 1200390~~~~
- ~~All students who entered 9th grade in the school year 2011-2012 or thereafter, who have previously scored non-proficient on the Algebra 1 EOC, unless they earned a comparative score of ninety-seven (97) on the PERT.~~

The following students must take the Geometry End-of-Course (EOC) Assessments:

I. All students enrolled in and completing any of the following courses:

- ~~Geometry — course code 1206310~~
- ~~Geometry Honors — course code 1206320~~
- ~~Pre-AICE Mathematics 2 — course code 1209820~~
- ~~IB-MYP — Geometry Honors — course code 1206810~~

Science Requirements

- ~~All three (3) required science credits must be earned in grades 9-12. [[Florida Statute § 1003.428\(2\)\(a\)3](#)]~~
- ~~Students who enter 9th grade in the 2012-2013 school year or earlier, must earn three (3) science credits, as follows:
 - ~~one (1) credit in Biology 1;~~
 - ~~one (1) credit in a physical science*;~~ and
 - ~~one (1) credit in another science.~~~~

~~*An Aerospace Program completion (course code 1800360) or Naval Program (course code 1802330) can be substituted for one (1) credit in a physical science.~~

~~All courses must include a laboratory component. [[Florida Statute § 1003.428\(2\)\(a\)3](#)]~~

- ~~● Beginning with the 2011-2012 school year, all students enrolled in Biology 1 must take the Biology 1 EOC Assessment. [[Florida Statute § 1008.22\(3\)\(b\)2](#)]~~
- ~~● Students who enter 9th grade in the 2012-2013 school year, who enroll in Biology 1 in the 2012-2013 school year, must pass the course irrespective of the student's performance on the Biology 1 EOC Assessment or pass the Biology 1 EOC Assessment in order to earn Biology 1 course credit to graduate. [[Florida Statute §1003.4282](#)]~~
- ~~● Students, who enroll in Biology 1 in the 2013-2014 school year or thereafter, must take the Biology 1 EOC Assessment, which will count as thirty percent (30%) of the final course grade. [[Florida Statute § 1003.4282 \(3\)\(c\)](#)]~~
- ~~● Beginning with students entering 9th grade in the 2013-2014 school year, one (1) of the three (3) credits must be, as follows:~~
 - ~~● one (1) credit Biology 1;~~
 - ~~● one (1) credit in physical science (must be an equally rigorous course*); and~~
 - ~~● one (1) credit in science (must be an equally rigorous course*).~~

~~*Equally rigorous courses are determined by the State Board of Education. Courses with a physical science designation are determined by the SDPBC.~~

- ~~● Students entering 9th grade in the 2013-2014 school year and thereafter, must earn a credit in Biology 1 and pass two (2) equally rigorous courses as a requirement for graduation. Industry certification courses that lead to college credit may substitute for up to one (1) science credit, not including Biology 1. [[Florida Statute §1003.4282\(3\)\(c\)](#)].~~

~~**NOTE:** It is recommended that students enrolled in regular courses take Earth/Space Science Regular (R) in 9th grade and Chemistry 1 (R) or Environmental Science (R), Marine Science 1 (R), Anatomy and Physiology (R), or Physical Science (R) in 11th grade to fulfill the new requirement. Physics 1 (R) can also be used for regular students to fulfill this new requirement. All of these courses are equally rigorous courses and Earth/Space Science (R), Chemistry 1 (R), Physical Science (R), and Physics 1 (R) also count as a physical science credit. All other regular courses open in the SDPBC, which include but are not limited to Ecology (R) and Zoology (R), are not equally rigorous courses for 9th grade students entering the 2013-2014 school year and will no longer count toward the three (3) science credits needed to graduate.~~

~~**Biology 1 End of Course (EOC) Assessment:**~~

~~All students enrolled in and completing the following courses are to be tested during the 2013-2014 school year:~~

- ~~● Biology 1 — course code 2000310~~
- ~~● Biology 1 Honors — course code 2000320~~
- ~~● Pre-AICE Biology — course code 2000322~~
- ~~● Biology 1 PreIB — course code 1206810~~
- ~~● IB-MYP Biology Honors — course code 2000850~~

- ~~AP Biology — course code 2000340 (if assessment taken to satisfy the Biology 1 graduation requirement)~~
- ~~Biology Technology — course code 2000430*~~
- ~~Integrated Science 3 — course code 2002440*~~
- ~~Integrated Science 3 Honors — course code 2002450*~~

~~*This course is currently not offered in the SDPBC schools.~~

~~Students in a Credit Acceleration Program (CAP) who wish to take the assessment to earn Biology 1 course credit are to be tested during the 2013-2014 school year.~~

Social Studies Requirements

- ~~Students must earn three (3) social studies course credits for graduation [[Florida Statutes § 1003.428\(2\)\(a\)4](#) and [1003.4282\(3\)\(d\)](#)], as follows:~~
 - ~~Grade 10 World History — one (1) credit~~
 - ~~Grade 11 United States History — one (1) credit course codes 2100310/2100320 (U.S. History EOC Assessment results count thirty percent (30%) of the final course grade)~~
 - ~~Grade 12 United States Government — one half (½) credit~~
 - ~~Grade 12 Economics — one half (½) credit, including financial literacy~~

Social Studies End-of-Course Assessments

~~All students enrolled in and completing the following course are to be tested during the 2013-2014 school year:~~

- ~~Grade 11 United States History — one (1) credit course codes 2100310/2100320~~

Physical Education Requirements

- ~~In accordance with [Florida Statute § 1003.428\(2\)\(a\)\(6\)](#), the school may not require that the one (1) credit physical education requirement be taken during the 9th grade year.~~
- ~~For students who entered 9th grade in the 2007-2008 school year and thereafter, this requirement may be met by completing one (1) of two (2) options:~~
 - ~~**Option 1:** One half (½) credit Personal Fitness/one half (½) credit Physical Education Activity Elective; or~~
 - ~~**Option 2:** One (1) credit Health Opportunities through Physical Education (HOPE).~~

Physical Education High School Waiver Options
 (For students entering 9th grade beginning in the 2007-2008 school year)

Schools Choosing the Personal Fitness/ Physical Education Activity Elective Option	Schools Choosing the Health Opportunities through Physical Education (HOPE) Option
<p>Two (2) seasons of an interscholastic sport at the junior varsity or varsity level AND a grade of "C" or better on the Personal Fitness competency test waives the half (½) credit in Personal Fitness and the one-half (½) credit requirement in a Physical Education activity elective.</p>	<p>Two seasons of an interscholastic sport at the junior varsity or varsity level AND a grade of "C" or better on the Personal Fitness competency test waives the full one-credit Physical Education requirement. [Florida Statute § 1003.428(2)(a)6]</p> <p>No credit will be earned when waiving the Physical Education requirement through interscholastic sports participation.</p>
<p>One semester of marching band with a grade of "C" or better, waives the one-half (½) credit requirement of a Physical Education activity elective.</p> <p>(NOTE: Another option is to have this waive the performing arts requirement.)</p> <p>The student must still take the one-half (½) credit Personal Fitness class to complete the requirement.</p>	
<p>One semester of a dance class waives the one-half (½) credit requirement of a Physical Education activity elective.</p> <p>(NOTE: Another option is to have this waive the performing arts requirement.)</p> <p>The student must still take the one-half (½) credit Personal Fitness class to complete the requirement.</p>	
<p>Two years in a JROTC* class waives the one-half (½) credit Physical Education activity elective AND the full one (1) credit performing arts requirement (Waiver #1500480). The student must still take the one-half (½) credit Personal Fitness class to complete the requirement.</p>	<p>Two (2) years in a JROTC* class satisfies the full one-credit Physical Education requirement AND the full one (1) credit performing arts requirement. [Florida Statute § 1003.428 (2)(a)6]</p>

*Junior Reserve Officers' Training Corps

Physical Education Waivers and Descriptions

Course Code for Waiver	Description of Waiver	Options Applied to:
1500410	INTERSCH SSN 1—COM (Completion of interscholastic sport season 1)	Personal Fitness/Physical Education activity elective AND HOPE
1500420	INTERSCH SSN 2—COM (Completion of interscholastic sport season 2)	Personal Fitness/Physical Education activity elective AND HOPE
1500430	INTERSCH SPTS Waiver (Personal Fitness Competency Test waiver)	Personal Fitness/Physical Education activity elective AND HOPE
1500440	MCHG BAND PE WAIVER (Marching Band PE-waiver)	Personal Fitness/Physical Education activity elective (Students must still take the Personal Fitness class. This waiver is for the half (½) credit requirement of a Physical Education activity elective).
1500445	DANCE WAIVER (Dance Waiver)	Personal Fitness/Physical Education activity elective (Students must still take the Personal Fitness class. This waiver is for the half (½) credit requirement of a Physical Education activity elective).
1500450	JROTC* PE YR 1 WAIVER (JROTC* Physical Education waiver: completion of year 1)	Personal Fitness/Physical Education activity elective AND HOPE (Students under Personal Fitness/Physical Education activity elective option must still take the Personal Fitness class)
1500460	JROTC* PE YR 2 WAIVER (JROTC Physical Education waiver: completion of year 2)	Personal Fitness/Physical Education activity elective AND HOPE (Students under Personal Fitness/Physical Education activity elective must still take the Personal Fitness class.
1500470	JROTC* PE WAIVER COM (Completion of JROTC* year 1, JROTC* year 2, and the Personal Fitness course)	Personal Fitness/Physical Education activity elective
1500480	JROTC* PE/PERFORMING ARTS WAIVER	Personal Fitness/Physical Education activity elective AND HOPE (Students under Personal Fitness/Physical Education activity elective option must still take Personal Fitness course.)

*Junior Reserve Officers' Training Corps

Fine and Performing Arts Requirement

- Students entering 9th grade in the 2007-2008 school year and thereafter must take one (1) credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. [[Florida Statute §1003.428\(2\)\(a\)\(5\)](#)]
- Eligible practical arts courses shall be identified through the Florida Department of Education Course Code Directory. [[Florida Statute § 1003.4282\(3\)\(e\)](#) & [1003.428\(2\)\(a\)\(5\)](#)]

The Fine and Performing Arts requirement may also be fulfilled by completing the following:

- two (2) years of JROTC, a significant portion of which is drills; and
- one (1) credit of JROTC satisfies the performing arts requirement and one (1) credit of ROTC satisfies the HOPE requirement. [[Florida Statute § 1003.428\(2\)\(a\)5 & 6](#)]

World Language Waiver

- Students, who demonstrate proficiency in a World Language other than English, may be eligible for a World Language waiver for State University System (SUS) and Bright Futures Scholarship purposes.
- Refer to the [Florida Counseling for Future Education Handbook](#) for current World Language policies at:
http://ss.flvc.org/flvc/portal/Home_Page/Advising_Manuals/Counseling_for_Future_Education_Handbook.
- No credit will be earned when waiving the World Language requirement for SUS and Bright Futures purposes. Refer to:
<http://www.floridastudentfinancialaid.org/ssfad/bf/fasrequire2013.htm>.

Language Requirement for SUS and Bright Futures

To be proficient, Students must earn, at the least, the scores indicated in the chart below on a CLEP, AP, SAT-II or a Departmental Test.

Test	Minimum Score Required for Proficiency
CLEP*	For students entering college 2008-09 and later: French 59; German 60; Spanish 63
AP*	3
SAT-II	If a college awards credit based on a SAT Subject test, documentation of the credits awarded must be given to the high school counselor.
Departmental Test	If a college awards credit based on the basis of their own World Languages Department(al) Proficiency Exam, documentation of the credits awarded must be given to the high school counselor.

*Scores approved by State Board of Education and posted in the Articulation Coordinating Committee's Credit by Exam Equivalencies document.

If a student's proficiency is in a language for which there is no test available to determine proficiency, a transcript documenting formal education equal to two (2) years of high school coursework in that language, or in English in a non-English speaking country, may be used.

NOTE: Students must confirm that the World Language waiver will be recognized by the college or university to which they are applying. Refer to <http://www.fldoe.org/articulation/pdf/acc-cbe.pdf>. If it is determined that a World Language waiver is appropriate, the counselor will add the World Language waiver (course code 0791920) to the student's academic history. Documentation indicating how the proficiency was met must be kept in the student's cumulative folder.

Elective Requirement

- ~~1. In accordance with elective courses are selected by the student in order to pursue a complete education program and to meet eligibility requirements for scholarships and college admission.~~
- ~~2. Elective credit may be earned for nonpaid voluntary community or school service (not including court ordered service). Voluntary Public Service and Voluntary School/Community Service each provide one half (½) credit for a minimum of seventy five (75) hours of service.~~
- ~~3. In accordance with credit may not be granted toward high school graduation for the following:_____~~
 - ~~• more than a total of nine (9) elective credits in remedial/compensatory programs;~~
 - ~~• more than one (1) credit in exploratory vocational courses;~~
 - ~~• more than three (3) credits in practical arts, family, and consumer science (home economics) courses; and/or~~
 - ~~• 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 (IEP) or Progress Monitoring Plan (PMP), signed by the principal, the school counselor, and the parent(s) of the student, if the student is not eighteen (18) years or older, or by the student, if the student is eighteen (18) years of age or older.~~

Community Service Requirement

- ~~• All Students must earn twenty (20) hours of community service, using the honor system.~~

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 9th or 10th grade must fulfill the graduation requirements of that class).~~
- ~~• A student transferring into grade 11 or 12 is eligible to receive a diploma from the SDPBC, if the student completes all scheduled courses and would have been 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 will be required to take two (2) required courses in the same discipline concurrently.~~
- ~~• However, the student shall be required to earn a minimum 2.0 cumulative Grade Point Average (GPA) and pass the Florida Comprehensive Assessment Test (FCAT) 2.0 or an alternate assessment (approved subject area concordant score), or an End-of-Course (EOC) Assessment, as required. [[Florida Statutes §§ 1003.433 & 1008.22\(10\)\(b\)](#)]~~

OTHER GRADUATION OPTIONS

Early Graduation for Four-Year 24-Credit Option Students

Students who complete the requirements for graduation before their cohort class may elect to:

- graduate at the time that all requirements have been completed; ~~or~~
- with principal's permission, continue enrollment as a full-time student in the SDPBC until the end of the regular school year in which their cohort class graduates. All grades earned by the student will become a part of the student's permanent record and calculated in the student's GPA/HPA.

The principal may deny continued enrollment for a student who has met graduation requirements. Students who graduate early may participate in the end-of-year graduation ceremonies.

18-Credit ACCEL Graduation Option

All graduation requirements for a Standard Diploma must be met, per [Florida Statute § 1003.4282\(3\)\(a-e\)](#), **except** for the following credits:

- Physical Education credit
- Virtual requirement
- Three (3) elective credits

Students who earn at least twenty-four (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.

Advanced International Certificate of Education (AICE) Diploma

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\(9\)](#)]

Students must complete the AICE Diploma curriculum requirements, including the required exam components, within twenty-five (25) months from the first (1st) exam to the last exam. The student must **pass** the AICE exams in order to receive an AICE Diploma. If the student does not pass the AICE exams, the student will receive a Standard High School Diploma.

International Baccalaureate (IB) Program

The IB Diploma Program is a rigorous pre-university course of studies, leading to internationally standardized examinations. The Program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems. Students enrolled in the IB Diploma Program meet state requirements for graduation by completing the IB curriculum. Diploma candidates are required to select one (1) subject from each of six (6) subject groups listed in the IB Program Standards and Practice document. At least three (3), and

not more than four (4) subjects, are taken at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours; SL courses represent 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two (2) year period.

IB Diploma candidates must also demonstrate their mastery of the coursework by passing a battery of comprehensive written, and in some cases oral examinations in the subject areas. To fulfill [Florida Statute § 1003.428](#) 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 three (3) core elements: Extended Essay reflecting independent research; Theory of Knowledge (TOK) interdisciplinary course; and at least 150 Creativity, Action, Service (CAS) hours of extracurricular activities. [[Florida Statutes §§ 1003.428 & 1007.27\(8\)](#)]

Students must complete a minimum of thirteen (13) credits in courses identified by the IB Organization, or equivalent courses as identified in the Bright Futures Comprehensive Course Table. They must complete all prerequisite courses identified in the school's IB Program for 9th and 10th grade, identified in the schools' IB grades 9-12 Program of Study.

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\(8\)](#)]

IB exams are graded from one (1) point to seven (7) points maximum. Students must score a minimum total of twenty-four (24) points to acquire an IB Diploma. Students will take six (6) IB exams during the junior and senior years.

Students must complete the IB Diploma curriculum requirements, including passing the required exam components, in order to earn an IB Diploma. If a student completes the curriculum, but does not pass the exam requirements, the student will receive a Standard High School Diploma.—

The Bright Futures Scholarship Program requirements that are met by IB Diploma Program students include:

- four (4) English (three (3) with substantial writing)
- four (4) mathematics (Algebra 1 level and above)
- three (3) natural science (two (2) with substantial lab)
- three (3) social science
- two (2) foreign language (sequential, in the same language)

Students may use up to two (2) additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise their Grade Point Average (GPA).

Further information regarding the 24-Credit and 18-Credit Options can be found in the Student and Family Handbook which is located on the School District's web site at:
<http://www.palmbeachschools.org/Community/PDFs/FY14-Student-Family-Handbook.pdf>.

COURSE MODIFICATIONS

English Language Learners (ELLs)

English Language Learners (ELLs) will be enrolled in English through English Speakers of Other Languages (ESOL) I, II, III and IV, English 1, 2, 3 and 4, or their equivalent, to guarantee the necessary credits needed for graduation. Any exceptions **must** be documented through an ELL Committee meeting.

In addition ELLs may not be denied placement in honors and accelerated coursework because of participation in the ESOL program or lack of English language proficiency.

Active Section 504 Accommodation Plans

A student is eligible for accommodations under Section 504 of the Rehabilitation Act of 1973 if the student is determined to have a physical or mental impairment that substantially limits one (1) or more major life activities of such student. [[Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104](#)]

In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008 (effective January 1, 2009). Congress declared that its purpose in amending the ADA was to reinstate a broad scope of protection, to carry out its objectives of providing "a clear and comprehensive national mandate for the elimination of discrimination," and set forth "clear, strong, consistent, enforceable standards addressing discrimination."

A student meets the requirement of being regarded as having impairment by establishing the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six (6) months or less. A Multi-Disciplinary Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

In deciding eligibility, the Multi-Disciplinary Team will consider information from a variety of sources, including medical documentation, behavioral observations, checklists, classroom tests, teacher recommendations and/or reports, current grades and trends, academic history, standardized test reports, and other relevant information.

The Multi-Disciplinary Team is responsible for deciding if any deviation and/or exemptions to the General Education content requirements should be included on the Section 504 Accommodation Plan. Thus, a student's Section 504 Accommodation Plan must document any modification to the General Education course content requirements necessary for the student to ensure an equal opportunity to master the General Education content requirements.

Exceptional Student Education (ESE) Students

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. In accordance with [State Board of Education Rule 6A-6.0312](#), modifications to General Education courses shall not include modifications to the curriculum descriptions/frameworks or student performance standards. 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; and/or
- special communication systems.

An ESE-eligible student is awarded credit toward a Standard Diploma if he/she:

- takes and passes a course with General Education 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 § 1003.428\(3\)\(8\)](#)]

STANDARDIZED ASSESSMENT WAIVERS

Waivers for Students with Disabilities

[Florida Statute § 1003.428\(8\)](#) provides for the waiver of the FCAT/FCAT 2.0 assessment results for graduation with a Standard Diploma for certain students with disabilities who have met all other requirements for graduation with a Standard Diploma, except a passing score on the FCAT/FCAT 2.0. In order for the FCAT/FCAT 2.0 graduation requirement to be waived, the IEP

Team must meet to determine whether or not the FCAT/FCAT 2.0 can accurately measure the student's abilities, taking into consideration allowable accommodations.

In accordance with the Individuals with Disabilities Education Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday or, at the option of the School District, the end of the semester or school year in which the student turns age 22) or until they graduate with a Standard Diploma, whichever occurs first. In accordance with [Florida Statute § 1003.428\(8\)](#), each school district must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

In order to be considered for the waiver from the FCAT/FCAT 2.0 graduation requirement, the student must:

- be identified as a student with a disability, as defined in [Florida Statute § 1007.02\(2\)](#);
- have an Individual Education Plan (IEP);
- have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation;
- have taken the Grade 10 FCAT/FCAT 2.0 with appropriate allowable accommodations at least twice (once in the 10th grade and once in the 11th grade); and
- be progressing towards meeting the state's twenty four (24) credit/course and 2.0 cumulative Grade Point Average (GPA) requirements and any other district requirements for graduation with a Standard Diploma.

Additionally, to ensure that each student has had every opportunity to pass the FCAT/FCAT 2.0, participation in FCAT/FCAT 2.0 during April of the senior year is recommended.

In accordance with [Florida Statute § 1003.433\(1\)](#), a student who transfers from another state in 11th or 12th grade, must pass the Grade 10 FCAT 2.0 or an alternative assessment that is concordant with the FCAT; earn a 2.0 GPA; and meet all requirements of the school, district, or state from which he/she is transferring or meet Florida's course requirements in order to earn a Standard Diploma. A transfer student may be considered for the FCAT waiver. For additional information as it relates to military families, please refer to the Military Interstate Children's Compact Commission located at <http://www.mic3.net>.

[Florida Statute § 1003.428\(8\)\(b\)2](#) permits the IEP Team to waive the End-of-Course (EOC) Assessment results for the purpose of determining the student's course grade and credit, if the IEP Team determines that the EOC Assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.

SPECIAL DIPLOMA: GRADUATION REQUIREMENTS

The Florida Course Descriptions document, Exceptional Student Education (ESE), contains a listing and description of course options available along with suggested course performance objectives and credit requirements.

In accordance with [Florida Statute § 1003.438](#) and [State Board of Education Rule 6A-1.09961](#), students entering high school must demonstrate mastery of the Next Generation Sunshine State Standards (NGSSS). The NGSSS includes access points for students with significant disabilities. These access points are expectations for students with significant cognitive disabilities to access the General Education curriculum. Access points reflect the core intent of the standards with reduced levels of complexity.

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 by a school or teacher developed record of course achievement.

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 parent(s) 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\(2\)\(b\)](#)]

A change between the Special Diploma Option 1 or Option 2 must be 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. [[State Board of Education Rule 6A-1.09961](#)]

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.

Special Diploma: Option 1

In accordance with [Florida Statute § 1003.438](#) and [State Board of Education Rule 6A-1.09961](#), the credit requirements listed below are effective for students entering 9th grade in the 2009-2010 school year and for students properly identified as having an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; another health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, are deaf or hard of hearing, or dual sensory impaired.

Special Diploma: Option 1 Requirements

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

- ◆ Intensive Reading (course code 1000410) may substitute for Reading 9-12 (7910400) credits.
- ◆◆ Intensive Mathematics (course code 1200900) may substitute for any Access Mathematics course (79 course code).
- ◆◆◆ Health and Safety 9-12 (course code 7920050) can satisfy one (1) credit of the science course requirement.

Course credits from a Standard Diploma course may be substituted for a special diploma course in the same subject area. Additional vocational courses may be substituted for one (1) science and/or one (1) social studies credit as indicated on the student's IEP.

The Career Preparation course or similar General Education vocational course must be successfully completed prior to taking the Career Placement course. Additional vocational courses may be substituted for one (1) science and/or one (1) social studies credit as indicated on the student's IEP.

For students identified as having significant cognitive or orthopedic disabilities, Intellectual Disabilities (InD), an IEP Team can recommend one (1) credit of Leisure and Recreation Skills (course code 7962030) as a substitute for full year of Physical Education.

For students entering 9th grade during the 2012-2013 school year and thereafter:

English.....	4 credits◆
Mathematics.....	4 credits◆◆
Social Studies.....	3 credits◆◆◆
Science.....	3 credits◆◆◆
Career Preparation.....	1 credit
Physical Education.....	1 credit
Electives.....	8 credits

- ◆ Intensive Reading (course code 1000410) may substitute for Reading 9-12 (course code 7910400) credits.
- ◆◆ Intensive Mathematics (course code 1200900) may substitute for any Access Mathematics course (79 course code).
- ◆◆◆ Health and Safety 9-12 (course code 7920050) can satisfy one (1) credit of the science course requirement.

Access courses are intended only for students with the most significant cognitive disabilities who are eligible under IDEA and meet the Florida Alternate Assessment criteria set forth in [Florida Statutes §1003.428](#) and [1003.438](#) and [State Board of Education Rule 6A 1.0943](#).

A minimum 2.0 cumulative GPA must be earned for all credits applied toward graduation.

Special Diploma: Option 2

In accordance with [State Board of Education Rule 6A-1.09961](#), students must:

- be properly classified, in accordance with State Board of Education Rules, as having Intellectual Disabilities (InD), hearing impairments, specific learning disabilities, emotionally/behaviorally disordered, physically impaired, language impaired, autistic, or dual sensory impaired;
- be at least sixteen (16) years of age; and
- be successfully employed in the community and paid at or above minimum wage in compliance with the requirements of the Fair Labor Standards Act.

Students placed on Option 2 during or prior to the 2009-2010 school year, must be successfully employed in the community for a minimum of one semester, at a minimum of thirty (30) hours per week, as noted on the Individual Graduation Plan.

Students placed on Option 2 during the 2010-2011 school year and thereafter, must be successfully employed in the community, for a minimum of 630 hours, as noted on the Individual Graduation Plan. In order to graduate under Option 2, students must:

- achieve all employment and community competencies as specified on the student's Transition IEP; and
- demonstrate one hundred percent (100%) mastery of exit competencies as indicated on the student's 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.

Students must have completed a minimum of one (1) semester in a high school level program; and prior to employment, have successfully completed at least one (1) semester of a high school job preparatory course (i.e., ESE Career Preparation, ESE Job Preparatory Education, ESE Career Experiences, etc.) and have demonstrated mastery of pre-employment competencies.

Students with disabilities placed on Option 2 prior to and including the 2009-2010 school year, shall have the grade level reflect 12th grade, upon nine (9) weeks of successful employment. Students placed on Option 2 during the 2010-2011 school year and thereafter, shall have the grade level reflect 12th grade, upon 315 hours of successful employment.

Specific policies and procedures for implementing the requirements for a Special Diploma utilizing Option 2 are contained in the [Graduation Option 2 Implementation Manual](#).

HIGH SCHOOL DIPLOMAS

The SDPBC offers four diploma options:

1. 24 Credit Standard Diploma
2. 18 Credit ACCEL Option Diploma
3. Advanced International Certificate of Education (AICE) curriculum diploma
4. International Baccalaureate (IB) Diploma

Diploma with Academic Honors

A Diploma with Academic Honors is awarded to students who meet all criteria for a Standard Diploma established by the School Board and State law, have an unrounded cumulative honors Grade Point Average (GPA) of at least 3.5, and have a minimum combined score of 1280 on the critical reading and mathematics sections of the SAT or minimum composite score of twenty-nine (29) on the ACT.

Diploma Designations

Students may earn one (1) or more “designations” on their Standard Diploma. Students are not required to obtain a “designation.” There is no deadline for choosing a “designation.” There are two (2) “designations;” the scholar designation and the merit designation:

1. **Scholar Diploma Designation**—In addition to meeting the Standard Diploma requirements, the following criteria must be met:
 - Students must earn:
 - one (1) credit in Algebra 2;
 - one (1) credit in statistics (or an equally rigorous mathematics course);
 - one (1) credit in Chemistry or Physics;
 - one (1) credit in a course equally rigorous to chemistry or physics; and
 - two (2) credits in the same world language.
 - Students must pass the Biology 1 and US History EOC Assessments.
 - Students must earn at least one (1) credit in AP, IB, AICE, or a Dual Enrollment course.
2. **Merit Designation**—In addition to meeting the Standard Diploma requirements, students must attain in one (1) or more industry certifications from the list established, [per Florida Statute § 1003.492](#).

Special Diploma

A Special Diploma is 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](#) & [State Board of Education Rule 6A-6.109961\(2\)](#)]

Florida High School Performance-Based Diploma

A Florida High School Performance-Based Diploma is awarded to students who complete the Performance-Based Exit Option Model. Students who are enrolled in credit-earning courses and pass both the FCAT 2.0 (and alternative assessment) and the GED tests may be awarded this

diploma. A Performance-Based Diploma may not provide the same postsecondary options as a Standard Diploma. [[State Board of Education Rule 6A-6.0212](#)]

CERTIFICATES OF COMPLETION

In accordance with [Florida Statute § 1003.428\(7\)\(b\)](#) and [State Board of Education Rule 6A-1.0995\(4\)](#), a Certificate of Completion shall be awarded in a form prescribed by the State Board of Education.

Standard Certification of Completion

Standard Certification of Completion is 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 (GPA). [[Florida Statutes §§ 1003.428\(7\)\(b\)](#) & [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 one (1) additional year and receive special instruction designed to remedy his/her identified deficiencies, in accordance with [Florida Statute § 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.

Students who receive a Standard Certificate of Completion will have the following options:

1. continue to take the Florida Comprehensive Assessment Test (FCAT) 2.0/End-of-Course (EOC) Assessments;
2. take ACT or SAT and earn the scores concordant with FCAT 2.0/ EOC Assessments;
3. return to school for a 13th year to remediate the FCAT 2.0/EOC Assessment and/or GPA;
4. stay in school and enroll in a Performance-Based Exit Option Model;
5. enroll in an Adult GED Program or credit program; or
6. take the Postsecondary Education Readiness Test (PERT) and attend Palm Beach State College while continuing to take the FCAT 2.0/EOC Assessment, if the only graduation deficiency is FCAT 2.0/EOC Assessments.

Additionally, the awarding of a Certificate of Completion is limited to those students choosing the 24-Credit General High School Graduation Program, and is not applicable to the 18-Credit ACCEL Option. [[Florida Statute § 1003.428\(7\)\(b\)](#)]

RECOGNITION OF VALEDICTORIAN/SALUTATORIAN

To be eligible for valedictorian or salutatorian recognition, a student must have attended the same SDPBC public school for three (3) complete years, two (2) 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 (3) year attendance requirement in the same school.

Students selecting an 18 credit ACCEL Graduation Option or electing to complete the 24 Credit Option in three (3) years may be eligible for co-valedictorian/salutatorian if they tie or achieve a higher honor point average than the four (4) year valedictorian/salutatorian. An early admission student enrolled full time in a college or university his/her senior year will not be eligible for this recognition as valedictorian/salutatorian.

Valedictorian/Salutatorian Calculation

- The valedictorian/salutatorian award will be based on grades earned after promotion from 8th grade through the first semester of 12th 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 3rd 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 SCHOLARSHIPS

Florida Bright Futures Scholarship Program

Per [Florida Statute § 1009.53](#), the Florida Bright Futures Scholarship Program is created to establish a lottery funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement, and who enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution within three (3) years of graduation from high school. For information regarding Bright Futures Scholarship recipients attending nonpublic institutions, refer to [Florida Statute §1009.538](#).

Additional information can also be obtained from the Florida Bright Futures Scholarship Program website located at: <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

The Florida Bright Scholarship Program consists of three (3) 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. The eligibility requirements are subject to change with each legislative session.

Home Education students may apply for the Bright Futures Scholarship Program if registered with the School District's Home Education Office during 11th and 12th grades with qualifying SAT or ACT scores. The Home Education Office verifies registration and community service hours in accordance with Florida Department of Education (FLDOE) guidelines and applicable statutes. [[Florida Statute § 1002.41](#)]

REPORTING STUDENT PROGRESS

PARENT WRITTEN NOTIFICATION REQUIREMENTS

Parent(s) ~~must~~ be notified in writing of the School District's promotion requirements.

- ~~1) All notifications to parent(s) who are not proficient in the English language shall be in the language (or other mode of communication) commonly used by the parent, unless such communication is clearly not feasible.~~
- ~~2) School-center personnel will notify parent(s) in writing of promotion/graduation requirements within the first two (2) months of school. [[Florida Statute § 1008.25\(1\)](#)] The requirements are also included on the District's website within the posted Student Progression Plans.~~
- ~~3) Parent(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) 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 as required by [Florida Statutes §§ 1002.20\(14\)](#), [1003.02\(1\)](#), and [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) of each student who has a cumulative Grade Point Average (GPA) of less than 0.5 above the cumulative GPA required for graduation. This notification shall include an explanation of the policies the School District has put in place to assist the student in meeting the GPA (e.g., homework hot-line, forgiveness rule, summer session, counseling, tutoring, DOP programs, and study skills courses).~~
- ~~7) 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 (IEP), IEP, District Plan for Services to English Language Learners (ELLs), or 504 Accommodation Plan developed in consultation with parent(s). The student's individual plan, with the signature(s) of parent(s), will serve as written notification as required by [Florida Statute § 1008.25](#).~~

[Florida Statute § 1008.25](#)

Public school student progression, remedial instruction, reporting requirements:

(8)(a) In addition to the requirements in paragraph (5) (b), each district school board must annually report to the parent of each student, the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district school board must report to the parent the student's 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 and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

FREQUENCY OF GRADE REPORTS

In accordance with [Florida Statute § 1003.33\(1\)](#), high schools in the SDPBC report grades on a nine (9) week schedule.

Parent(s) of a student with disabilities who is enrolled in ESE programs **must** also be informed of their child's progress towards his/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.

The full-time virtual school student's grades are maintained and updated in the Parent and Student Learning Management System. The parent(s) has complete access to review and respond regarding student progress through continuous access to the student's academic performance in each class or course, work habits, and time on work (attendance). An end of year printout of the student record is placed in the cumulative record file. A traditional style paper report card is not issued for full-time virtual school students.

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, at minimum, areas of strength, areas requiring improvement, current Grade Point Average (GPA) 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) of students with disabilities enrolled in an Exceptional Student Education (ESE) Program must be informed of their child's progress at least as often as the General Education students.

GENERAL GRADING RULES FOR ALL STUDENTS

- 1) Grades are based on the quality of student performance relative to expected levels of achievement of the Next Generation Sunshine State Standards (NGSSS), Common Core 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, the following:

- 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);
- homework [[School Board Policy 8.16](#)];
- examinations (paper and pencil tests including: essay, multiple choice and completion, oral tests, and skill tests requiring demonstration; and/or
- 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"¹³ and "N"¹⁴) may **NOT** be changed after report cards are printed, except for one (1) the following situations:

- 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 (2) signatures** on the [Grade/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](#), 34 C.F.R. § 99.20.22, and the [Classroom Teachers Association \(CTA\) Collective Bargaining Agreement](#) (Section A-Responsibilities-see page 19).

5) An "I"¹⁴ (Incomplete) in any marking period, unless changed, remains on the report card and the final semester average will compute to an "F". All effort should be made to ensure the student is given ample opportunity to complete missing work and/or exams in order to earn a semester grade.

6) An "N"¹⁵ given for attendance reasons (when a student was absent more than ten percent (10%) of the semester and did not pass the semester exam) 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 within the last three (3) weeks of the second (2nd) or fourth (4th) marking period, but enrollment during this time should not preclude a student from earning semester grades if appropriate. With the principal's permission, a grade of "M"¹⁵ may be recorded on the report card for a student who has not been enrolled a sufficient number of days to be evaluated. All effort should be made to

¹³ The "I" is for report card purposes **only** and does not appear on the final student transcripts. Unless changed, a grade of "I" will cause the semester average to be computed as an "F" on the student transcript.

¹⁴ The "N" is for report card purposes **only** and does not appear on the final student transcripts. Unless changed, a grade of "N" will cause the semester average to be computed as an "F" on the student transcript.

¹⁵ The "M" is for report card purposes **only** and does not appear on the final student transcripts. "M" does not compute as an "F" and does not provide credit.

allow the student to complete a sufficient number of assignments in order to earn a grade for each course in which he/she is enrolled. Prior enrollment in school should be taken into consideration when recording a grade of "M" for the semester.

- ~~8) 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 should be based on completion of homework assignments. [School Board Policy 8.16]~~
- ~~9) 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.~~
- ~~10) 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) upon entry to the program and/or at the beginning of each grading period.~~
- ~~11) No English Language Learner (ELL) may be denied the opportunity to earn above average grades because of placement in the English for Speakers of Other Languages (ESOL) Program or due to the accommodations prescribed in the student's ELL Plan or the lack of English language proficiency.~~
- ~~12) 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 transcripts grade only, not a report card grade. It results in credit for coursework, but does not affect the Grade Point Average (GPA).~~

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 (2) decimal places (with no rounding). When assigning letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 is a “B”, and 79.49 is a “C”).

Grade of A	Outstanding Progress (90-100)	Indicates thorough mastery of the subject
Grade of B	Above Average Progress (80-89)	Indicates above average mastery of the subject
Grade of C	Average Progress (70-79)	Indicates average mastery of the subject
Grade of D	Lowest Acceptable Progress (60-69)	Indicates below average mastery of the subject
Grade of F	Failure (Below 60)	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: <ul style="list-style-type: none"> • 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. • Student's Dual Enrollment grade is delayed. <p>All effort should be made to allow a student ample opportunity to make up work and/or exams in order to change the grade of “I”.</p>

NOTE: The letter grades (“N”, “M”, and “E”) listed below are used 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 “N”: Attendance Problem*

— Indicates the student has exceeded the absence limits. An “N” (no credit) is recorded as the semester exam grade (except for EOC Assessment courses) when the student has not been in attendance for at least ninety percent (90%) of the semester per course and has not demonstrated mastery as described. (Refer to [Calculation of Semester Grades](#) section below). 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”. All effort should be made to allow the student to complete a sufficient number of assignments in order to earn a grade for each course in which he/she is enrolled.

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”.

NOTE: A Dual Enrollment course that results in a grade of “W” will be entered on the student's high school transcript, as required by [Florida Statute § 1007.271\(20\)](#).

Grade of "E": Examination Exemption*

Indicates the student is exempt from the semester examination.

REPORTING STUDENT CONDUCT

In accordance with [Florida Statute § 1003.33\(1\)\(a\)\(b\)](#), the student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations, as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his/her grade level.

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.

REPORTING ATTENDANCE

Attendance and academics performance shall be reported separately on student report cards. Students cannot be exempted from academic performance requirements based on policies or practices designed to encourage student attendance. [[Florida Statute § 1003.33](#)]

HONORS LEVEL 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 and awarded according to the Florida Course Code Directory or as determined by the SDPBC.

- 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 or Advanced International Certification of Education (AICE) courses 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; including students taking AP courses through Florida Virtual.
- International Baccalaureate (IB) courses are weighted at 1.50 times the standard scale with the following exceptions: Trigonometry IB (course code 1211800) and Analytic Geometry IB (course code 1206800) are weighted at 1.125 times the standard scale.

All Dual Enrollment classes must be weighted the same as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certification of Education (AICE) courses (1.50 times the standard scale). [[Florida Statute § 1007.271\(16\)](#)]

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 forty percent (40%) of the semester grade. Semester examinations at the high school level count twenty percent (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 SDPBC computer. Each nine week grade value is multiplied by two (2) and added to the semester examination grade value; the total is divided by five (5).

To receive a passing grade for the semester, the student must earn passing grades in two (2) of the three (3) grades used to calculate the semester average. [[Florida Statute § 1003.436\(2\)](#)]

Grading Procedures for Courses with an End-of-Course (EOC) Assessment

The second (2nd) semester course shall be calculated as such: Each marking period (3rd and 4th) grade count for thirty five percent (35%) of the semester grade. The EOC Assessment will count as thirty percent (30%) of the final semester grade. The EOC Assessment will serve as the second semester final exam.

Senior Exemptions from Semester Examinations

A graduating senior who has received passing grades in each of the 3rd and 4th nine weeks and who has been in attendance for at least ninety percent (90%) of the semesters, may, at his/her 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 3rd and 4th grading period grades. If these are adjacent grades, the average will be the 4th quarter grade.

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

- In accordance to [Florida Statute § 1003.428 \(4\)](#), the following section addresses when courses can be forgiven: Students may repeat a course taken in grades 9-12 for forgiveness if a grade of "F" or "D" ("D" on a space-available basis) is earned in a course. High school courses taken in middle school may be forgiven if a grade of "C", "D" or "F" is earned subsequently.
- A course may be forgiven only if a student receives a grade of "C" or higher on a subsequent attempt. However, a subsequent transfer grade of "P" (passing) may be used to forgive a "D" or "F" earned previously in the same course.
- A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors level. An honors level course may be used to forgive the same course at the AP/IB/AICE level. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
- A required course may be forgiven by a Dual Enrollment course of the same subject area and topic. This is considered a comparable course.
- A non-specific course requirement may be forgiven by another course within the same subject area. For example, Physics may be forgiven by Ecology.
- An elective course may be forgiven by another course taken subsequently. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. When using a different course to forgive an elective, that course does not have to be taken during the same semester. Examples:
 1. A second (2nd) semester "F" in World Languages may be forgiven by a subsequent first semester "C" in Art.
 2. An "F" in Law Studies (semester long course) taken first (1st) semester may be forgiven by a "C" in Weight Training (semester long course) taken second (2nd) semester.
 3. An "F" second semester in intensive reading (a yearlong course) may be forgiven by a "C" in law studies (a semester course) taken either semester.
- Students earning a grade of "D" on the repeat effort 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 (GPA) required for graduation.
- 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.
- Seniors who are behind their cohort or who need to replace a course in order to raise their GPA may take a credit recovery course for original credit.

Forgiveness for Special Diploma Students

The following forgiveness rules apply when the Individual Education Plan (IEP) Team deems the Exceptional Student Education (ESE) eligible student has been inappropriately placed in a Diploma Program class and will be placed in a course of study leading to a Special diploma.

DISTRICT/STATE ASSESSMENT PROGRAM

In accordance with [Florida Statute § 1008.22\(3\)\(c\)\(8\)](#) and [State Board of Education Rule 6A-1.09422\(3\)\(a\)\(b\)](#), all students are expected to participate in all regular State and District assessments for accountability purposes except as prescribed by the Commissioner of Education.

DISTRICT/STATE ASSESSMENTS

The table below provides an overview of the Florida Comprehensive Assessment Test (FCAT) 2.0 and the End-of-Course (EOC) Assessments and the grade levels in which they are administered.

Assessment	Grades Assessed									
	3	4	5	6	7	8	9	10	11	12
FCAT 2.0 Reading	x	x	x	x	x	x	x	x		
FCAT 2.0 Mathematics	x	x	x	x	x	x				
FCAT 2.0 Science			x			x				
FCAT 2.0 Writing		x				x		x		
Algebra 1 EOC Assessment*				x	x	x	x	x	x	x
Geometry EOC Assessment*				x	x	x	x	x	x	x
Biology 1 EOC Assessment*				x	x	x	x	x	x	x
U.S. History EOC Assessment*							x	x	x	x
Civics EOC Assessment*					x					

* Administered to students who complete specific course work

FCAT = Florida Comprehensive Assessment Test

EOC = End-of-Course

NOTE: As of 2009, the High School Competency Test (HSCT), which was the previous graduation testing requirement, was discontinued. Students, who earned a Certificate of Completion because they did not pass the HSCT prior to and during the 2001-2002 school year, are now required to pass the Florida Comprehensive Assessment Test (FCAT) 2.0 or meet the required SAT/ACT concordant scores in order to meet the Standard Diploma graduation testing requirement. [[State Board of Education Rule 6A-1.09421](#)].

DISTRICT/STATE ASSESSMENT ACCOMMODATIONS/EXEMPTIONS

The following section specifies the accommodation requirements for special program students (i.e., ELLs and Students with Disabilities) when taking District/State Assessments.

Accommodations for English Language Learners (ELLs)

In accordance with [School District Palm Beach County Plan for Services to English Language Learner \(ELL\)](#), ELLs must take all required State and District achievement tests unless they have an IEP, which indicates otherwise. However, active ELL (coded as LY) students are eligible to receive accommodations during testing. Permissible accommodations may include:

- flexible setting;
- flexible scheduling (including additional time);
- state-approved Heritage Language Dictionary; and
- assistance in the Heritage Language.

The School District of Palm Beach ELL Plan is located at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>.

In accordance with [State Board of Education Rule 6A-6.09091](#), 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 to ELLs in instructional settings. When a student qualifies for both ESOL and ESE programs, all accommodations listed on the IEP, as well as the ELL Plan must be offered. Parents(s) are notified in writing of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

Assessments for Students with Disabilities

The following section complies with [State Board of Education Rules 6A-1.0943](#), [6A-1.09422 \(11\)](#), and [6A-1.0943](#).

All students with disabilities, as defined by [Florida Statute § 1003.01\(3\)\(a\)](#) or [State Board of Education Rule 6A-19.001\(6\)](#), will participate in the statewide assessment program based on state standards, pursuant to [State Board of Education Rule 6A-1.09401](#), without accommodations unless:

- the Individual Educational Plan (IEP) Team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide assessment; or
- the IEP Team determines that a student with a significant cognitive disability meets the criteria for participating in the statewide alternate assessment.

Assessment Accommodations for Students with Disabilities

The following section complies with [Florida Statute § 1003.01\(3\)\(a\)](#) and [State Board of Education Rules 6A-1.0943](#) and [6A-6.0331](#) as well as [School Board Policy 5.725; Exceptional Student Education Policies and Procedures \(SP&P\)](#).

~~Accommodations are authorized for any student who has been determined to be an eligible student with a disability and has a current IEP, or who has been determined to be a student with a disability. The accommodations must be identified on the student's IEP or the plan developed under Section 504 of the Rehabilitation Act. Accommodations are defined as:~~

- ~~• adjustments to the presentation of questions;~~
- ~~• methods of recording examinee responses to the questions;~~
- ~~• scheduling for the administration of a statewide assessment to include amount of time for administration;~~
- ~~• settings for administration of a statewide assessment; and/or~~
- ~~• the use of assistive technology/devices.~~

~~Accommodations that negate the validity of a statewide assessment are not allowable. Within the limits specified in this rule, allowable statewide assessment accommodations are based on current instructional accommodations and accessible instructional materials used by the student in the classroom.~~

~~Unique accommodations for use on a statewide assessment not outlined in the statewide assessment test administration manuals must be submitted to the Department of Education for approval by the Commissioner of Education. [[State Board of Education Rule 6A-1.0943\(3\)\(c\)](#)]~~

~~District personnel are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond, or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item. [[State Board of Education Rule 6A-1.0943\(3\)\(d\)](#)]~~

Participation in the Statewide Alternate Assessment

~~In accordance with [State Board of Education Rules 6A-1.09401](#) and [State Board of Education Rule 6A-1.0943\(4\)](#), the decision that a student with a significant cognitive disability will participate in the statewide alternate assessment is made by the IEP Team and recorded on the IEP. Pursuant to [State Board of Education Rule 6A-1.09401](#), the following criteria must be met:~~

- ~~• the student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;~~
- ~~• the student is participating in a curriculum based on the state standards access points for all academic areas; and~~
- ~~• the student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.~~

Extraordinary Exemption for Students with Disabilities

In accordance with [Florida Statute § 1008.212](#), students with disabilities; extraordinary exemption, a student with a disability may be eligible for an exemption from participation in the statewide assessment.

1. Definitions:

- a. "Circumstance" means a situation in which accommodations allowable for use on the state-wide standardized assessment, a statewide standardized End of Course (EOC) Assessment, or an alternate assessment pursuant to [Florida Statute § 1008.22\(3\)\(c\)](#) are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program which lead to results that reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC Assessment, or an alternate assessment.
- b. "Condition" means impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide standardized assessment, an EOC Assessment, or an alternate assessment would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC Assessment, or an alternate assessment.

2. A student with a disability for whom the Individual Education Plan (IEP) Team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized EOC Assessment, or an alternate assessment pursuant to [Florida Statute § 1008.22\(3\)\(c\)](#), shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the Homebound or Hospitalized Program in accordance with [State Board of Education Rule 6A-6.03020](#), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

3. The IEP Team, which must include the parent, may submit to the School District Superintendent a written request for an extraordinary exemption at any time during the school year, but not later than sixty (60) days before the current year's assessment administration for which the request is made. A request must include all of the following:

- a. a written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills;
- b. written documentation of the most recent evaluation data;
- c. written documentation, if available, of the most recent administration of the statewide standardized assessment, an EOC Assessment, or an alternate assessment;
- d. a written description of the condition's effect on the student's participation in the statewide standardized assessment, an EOC Assessment, or an alternate assessment;
- e. written evidence that the student has had the opportunity to learn the skills being tested;

- ~~f. written evidence that the student has been provided appropriate instructional accommodations;~~
 - ~~g. written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP, which are allowable in the administration of the statewide standardized assessment, an EOC Assessment, or an alternate assessment in prior assessments; and~~
 - ~~h. written evidence of the circumstance or condition as defined in section one (1).~~
- ~~4. Based upon the documentation provided by the IEP Team, the School District Superintendent shall recommend to the Commissioner of Education whether an extraordinary exemption for a given assessment administration window should be granted or denied. A copy of the School District's procedural safeguards, as required in [State Board of Education Rule 6A-6.03311](#) shall be provided to the parent. If the parent disagrees with the IEP Team's recommendation, the dispute resolution methods described in the procedural safeguards, shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the Commissioner shall verify the information documented, make a determination, and notify the parent(s) and the School District Superintendent in writing within thirty (30) days after the receipt of the request whether the exemption has been granted or denied. If the Commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP. If the Commissioner denies the exemption, the notification must state the reasons for the denial.~~
- ~~5. The parent of a student with a disability who disagrees with the Commissioner's denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the Department of Education shall inform the parent of any free or low-cost legal services and other relevant services available in the area. The Department of Education shall arrange a hearing with the Division of Administrative Hearings, which must be commenced within twenty (20) school days after the parent's request for the expedited hearing. The administrative law judges at the division shall make a determination within ten (10) school days after the expedited hearing. The standard of review for the expedited hearing is de novo, and the department has the burden of proof.~~

WAIVER OF ASSESSMENT RESULTS FOR GRADUATION

Exceptional Student Education (ESE) Waiver

[Florida Statute § 1003.428\(8\)\(b\)](#) permits the IEP Team to waive the EOC Assessment results for the purpose of determining the student's course grade and credit, if the IEP Team determines that the EOC Assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.