



## **POLICY 8.01**

**5-A** I recommend the Board approve development of the proposed revised Policy 8.01, entitled "Promotion, Placement, and Graduation - Student Progression Plans."

[Contact: Keith Oswald PX 21113.]

### **Development**

### **CONSENT ITEM**

- This revision updates the previous editions of the Student Progression Plans, as amended, into Policy 8.01 upon adoption. Pursuant to Section 1008.25, Florida Statutes, each district school board shall establish a comprehensive program for student progression that addresses public school student progression, remedial instruction, promotion, retention, accelerations options, and reporting requirements. The attached Student Progression Plans (Elementary School, Middle School, High School, and Adult Education) contain the revisions to the Plans to reflect the requirements of Florida Statutes and State Board of Education Rules. Changes were also made to reflect District practices and the rewording of sections. Most changes are noted within the plans.
- This revision also updates statutory references.
- Staff has provided a summary of many of the substantive changes that appear within the plans. This summary appears below for the Board's reference.

**POLICY 8.01**

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

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4 1. Purpose: This Policy establishes, as required by Florida law, comprehensive plans  
5 for student progression from one grade to another and towards graduation.  
6 Separate plans exist for elementary school, middle school, high school, and adult  
7 education programs.  
8
- 9 2. The School Board of Palm Beach County values the educational development of  
10 each student in the District. District instructional personnel will consider the  
11 individual student's academic needs when placing students in subjects, grade  
12 levels, or specialty programs.  
13
- 14 3. Promotion between grade levels shall be based upon evaluation of each student's  
15 performance and achievement. To assist and guide school officials in their  
16 decisions on placement, promotion, retention, and special programs, the  
17 Superintendent has developed the 2010-2011 Student Progression Plans, which  
18 are incorporated herein by reference as part of this into this Board Policy. Copies of  
19 the Plans shall also be maintained in the District office and at each school and be  
20 are available online at Division of Curriculum. The Plans must include student  
21 performance standards and promotional and graduation requirements for grades K-  
22 12, adult general education, exceptional student education, and dual enrollment.  
23 Before being presented to the Board for annual approval, the revised and updated  
24 Student Progression Plans will be reviewed for compliance with federal law and  
25 Florida law and State Board of Education rules, and the Plans shall be interpreted  
26 and implemented consistently ly with federal and state law.  
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- 28 4. All PBSB forms referenced to within the Student Progression Plans are  
29 incorporated herein by reference as a part of this Policy and may be found on the  
30 School District Forms website.  
31
- 32 5. All documents referred to within the Student Progression Plans are incorporated  
33 herein by reference as a part of this Policy and may be found on the School  
34 District's website or at the Florida Department of Education website.  
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- 36 6. As required by Fla. Stat. § 1008.25(7)(b)5, the District shall annually publish in the  
37 local newspaper any revisions to this Policy on student retention and promotion  
38 from the prior year, referring to any changes in the Student Progression Plans  
39 incorporated into this Policy.  
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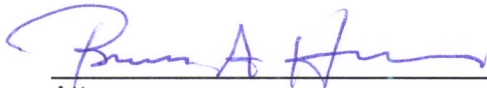
42 STATUTORY AUTHORITY: Fla. Stat. §§ 1001.32(2); ~~1001.41~~; 1001.41(2); 1001.42  
43 (26); 1008.25; 1008.25(2) & (7) (b) 5; 1012.23(1). (1).

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45 LAWS IMPLEMENTED: Fla. Stat. §§ 1001.32(2); 1002.3105, 1002.45, 1003.21;  
46 1003.41, 1003.43; 1003.437; 1003.438; 1003.46; 1003.56; 1008.25(2).

47  
48 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;  
49 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;  
50 8/22/07 (ER); 10/24/07; 5/7/2008: 9/3/08 (ER); 10/29/08; 9/9/09 (ER); 11/4/2009;  
51 9/7/2010(ER); 12/8/2010; \_\_/\_\_/12

Legal Signoff:

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

  
\_\_\_\_\_  
Attorney

11/27/12  
\_\_\_\_\_  
Date

## SUMMARY OF SEVERAL STUDENT PROGRESSION PLANS CHANGES

### Elementary School Student Progression Plan (SPP) Changes:

- Page E/2—Includes changes to proof of residency requirements as per School Board Policy 5.001.
- Page E/5 – Change of name from *Broad Diagnostic Inventory* to *Broad Screen/Progress Monitoring Tool* and inclusion of Florida Assessment for Instruction in Reading-K (FAIR –K).
- Page E/5 – In kindergarten, in addition to the FAIR-K, the administration of the Early Childhood Observation System (ECHOS) and the Broad Screen of FAIR-K is acceptable.
- Page E/5 – Changes and clarification made to Kindergarten ESE and ELL wording. Moved from first grade age to kindergarten age.
- Page E/7 – Under General Transfer Information, bullet “a test on individual subject-area objectives (or competencies) to be identified by the principal” deleted.
- Page E/17 – DJJ/Youth Services added in paragraph regarding academic program.
- Pages E/19-20 – 504 Accommodations are explained in greater detail than in previous SPPs. Multidisciplinary teams removed.
- Page E/21—Explanation of modifications is presented with more detail.
- Page E/22 – *Promotion* changed to *Assessments*.
- Pages E/22-24 –FAIR testing added to K-4 indicators of assessments. For grade 5, FAIR testing and a list of Reading and Writing Assessments were added.
- Pages E/24-25 – Promotion overview rewritten.
- Pages E/27-32 – Student Performance Level Charts have been modified in accordance with levels provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level, and the District’s Department of Assessment and the Department of Elementary Curriculum. The adjustments reflect current Student Progression standards. Reading lexiles and FCAT 2.0 Developmental Scale Scores (DSS) for reading and mathematics have been modified. Decisions related to retention for first graders who are reading six months below grade level have been modified.
- Page E/33 – Sentence stating that a “student will require an individual PMP prior to receiving an intervention plan under the SBT/RtI process” has been deleted.
- Page E/34 – For ESE students with disabilities, wording changed to *shall* from *may* in the requirement for reviewing the student’s IEP.
- Page E/35 – The section on Remediation for Reading was added to replace the section labeled Mandatory Remediation/Retention. Previous section on Mandatory Remediation/Retention was re-written and moved to Remediation for Reading. Retention requirements for students whose reading deficiencies are not remediated by the end of grade 3 have been added. A bullet was added addressing the 100 lowest performing elementary schools.
- Pages E/35-36 – Revisions were made to the bullets under Parental Notification of K-3 Reading Deficient Students.
- Page E/40—References added for Next Generation Sunshine State Standards.
- Pages E/42-43 – Change to title Good Cause Exemption from Retention was made. Rewording of the exemptions and edits were made to clarify and promote a better understanding.

- Page E/43 – Form name changed from Good Cause Student Academic Performance Portfolio Worksheet to Reading Assessment Portfolio Recording Sheet. The Promotion/Retention will now be automatically generated.
- Page E/44 – The bullets under “students retained for reading must:” regarding School Year Promotion of Retained Third Grade Students section were deleted. Student portfolio evidence has been adjusted and edits made.
- Page E/45 – Clarified content with the addition of “or on a score on any single assessment instrument” under Special Programs.
- Pages E/46-49 – Deletions to previous language and clarifications and additions were made related to ESE Students in the section on Considerations for Special Program Students in Grades Kindergarten, First, Second, Third, Fourth, and Fifth.
- Page E/50 – Extended School Year section revised.
- Page E/51 – Edit made to first bullet under Reporting Student Progress to include kindergarten from grades 1-5 to grades K-5. Written Notification Requirements reworded and reordered.
- Page E/52—References the optional ESE standards report card.
- Pages E/52-53 – Edits were made to wording that addresses the K-1 standards-based report cards in use at all district elementary schools and in schools using the grades 2-5 standards-based report cards.
- Page E/54 – Reworded #6 regarding homework. ESE and ELL section divided to create two separate statements. Additional ELL wording added.
- Pages E/55-57 – Additional information was included for students using the standards-based report card.

#### **Middle School Student Progression Plan Changes:**

- Throughout this document the language referencing PASS has been replaced with Middle School Course Recovery Program (MSCR).
- Page 2 – In addition to changes to the Introduction to all SPPs (see below), the requirement that the SPP include advising parents and student of early and accelerated graduation options were added.
- Page M/2-- Includes changes to proof of residency requirements as per School Board Policy 5.001.
- Pages M/7- 9--- 504 Accommodations are in explained in greater detail than in previous SPPs.
- Page M/11 – *Curriculum* replaced *Program Description*.
- Page M/12 – *Foreign Language* is now referred to as *World Language*.
- Page M/12 – Reference to Florida’s System of Improvement and Accountability was deleted, as was the citation of Goal 3.
- Page M/15 – Extensive language defining ELL students has been added.
- Page M/15 – Location of plans of service, extension of service, and exit of service for ELL students has been added.
- Page M/16 – The Drop Out Prevention (DOP), etc. section adds language that permits these programs to differ from traditional schools in scheduling, administrative structure, philosophy, curriculum, and/or setting.
- Page M/16– Home Education and Virtual Instruction Programs have been moved from after ESE population to before the Gifted Education section.
- Pages M/16-17– Information about Virtual School enrollment was modified. Students may take these courses online outside of or as a part of the school day.

- Page M/17 – Details about enrollment for registered home education students were added. Students may take a partial or full schedule with school district FLVS franchises and FLVS.
- Pages M/17-18 – Reference made to the NGSSS access points for ESE students. Access points were defined for more clarity.
- Page M/18 -- Explanation of modifications is presented with more detail.
- Page M/19- – Information about students earning Algebra I and geometry credit was added. Beginning with the 2011–2012 school year, to earn high school credit for an Algebra I course, a middle school student must pass the Algebra I end-of-course (EOC) assessment, and beginning with the 2012–2013 school year, to earn high school credit for a geometry course, a middle school student must pass the geometry end-of-course assessment.
- Page M/20 – Attendance related to academic performance was clarified. A student’s attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.
- Pages M/22 – A one-semester Civics education course is required beginning with students entering grade 6 in the 2012-2013 School Year. The requirements of the course are outlined.
- Page M/22 – Middle school students taking Biology 1 as an online course must be proficient on the EOC for high school credit.
- Page M/22 – References to FACTS.org and ePEP have been deleted.
- Pages M/22– 23 --Changes were made relative to Career & Technical Education (CTE) Program of Study for middle school students: they can begin a CTE Program of Study that includes specified elements.
- Page M/22 – The course in Career and Education Planning may be done in grades 6, 7, or 8 and must emphasize technology.
- Page M/23 – Specific language was added to say that each school must inform parents about the course curriculum and activities for a student’s personalized academic and career plan and no longer requires a counselor signature.
- Page M/23 – End of Course (EOC) examination requirement for students with an IEP Plan are discussed: if the IEP team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, it shall have the end-of-course assessment results waived for purposes of determining the student's course grade and completing the requirements for middle grades promotion.
- Page M/23 – A summary introduction was added about students needing remediation for promotion in Reading and Mathematics: the State Board of Education Rule 6A-6.054(2) established guidelines for placement in reading intervention, the basis for an exemption, and that progress monitoring must occur three times a year.
- Pages M/24-26 – Changes were made to all grade level charts to read “based on FCAT 2.0 NGSSS Level 1 and Level 2, FAIR data, and teacher input unless an exemption.” Duration changes to “as long as needed” for Intensive Reading.
  - The Grade 6 chart allows for use of Reading Running Record in place of FAIR.
- Page M/27– Online Learning Requirements for Graduation are outlined. Beginning with all students entering ninth grade in 2011-2012, and thereafter, at least one course required for graduation must be completed through online learning. Online high school credit courses successfully completed in grades 6-8 may be used to fulfill this requirement. Language allows for exemption for students with an IEP which indicates an online course is not appropriate.
- Page M/27 and M/39 – References to middle school summer school were deleted.

- Page M/27 – Under Good Cause Exemption criteria, SRI has been changed to an optional additional assessment.
- Page M/29 – Clarifies form to be used for ELL student retention.
- Pages M/30-32 – Extensive discussion including specific Individuals with IDEA language about ESE Students related to assessment of progress, progression, and promotion has been added.
- Page M/32 – Clarifies that an IEP team shall be convened to review the IEP when an ESE student is determined to be performing below grade level.
- Pages M/33, 37-39, 41-42 – PASS Program information has been deleted and Middle School Course Recovery (MSCR) Information has been added including information about student identification including conditionally promoted students obtaining coursework through CompassLearning Odyssey.
- Pages M/34-35 – Language regarding reading intervention services has been changed to reflect statutory changes.
- Page M/36 – For students receiving continued remediation, recommendations of the teacher are to be considered in the Progress Monitoring Program (PMP) process.
- Pages M/36-37 – Extensive language regarding standards, Access points, program placement, short term objectives, and accommodations for ESE students has been added.
- Pages M/36-37 – Language further defines possible modifications to the curriculum for ESE students.
- Pages M/40-41 – Deleted the charts referencing guidelines to determine students in need of remediation in reading and mathematics. Detailed language reflecting new statutory requirements has been added.
- Pages M/43-44 – Wording was added related to grade changes. Only in justified cases may a principal change a marking code without teacher consent and then only with the approval of the area superintendent.
- Page M/44 – Language added that all effort should be made to allow students to complete assignments in order to remove grades of I or M.
- Page M/44 – ELL students may not be denied the opportunity to earn above average grades because of placement in an ESOL program.
- Pages M/44-45 – Clarification of the purpose of student grades was included.
- Pages M/45-46 – Language stating that grades of W and/or N “will not be included on a student’s permanent academic history or final transcript” has been removed.
- Page M/47 – The note regarding student attendance for 90% of the time in a high school credit course to earn credit was deleted.
- Page M/48 – The list of state assessments has been updated.
- Page M/50– Language had been added regarding waiving of the EOC assessment results with students with disabilities for the purpose of determining the student’s course grade and credit if the IEP team determines the EOC assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations.
- Page M/51 – Details have been added about Special Exemptions in particular related to the requirements for requesting the exemptions and the waiver of the FCAT/FCAT 2.0 assessment results.
- Pages M/51-52 – Deleted language regarding extracurricular activities for Home Education, Charter School, and full time Virtual School students as well as athletic eligibility for all students.



## High School Student Progression Plan Changes:

- Page iv/Table of Contents – Delete three Scholars Awards.
- Pages 2-3 – In addition to changes to the Introduction to all SPPs (see below), the requirement that the SPP include advising parents and student of early and accelerated graduation options and dual enrollment courses available was added.
- Page H/7-- Includes changes to proof of residency requirements as per School Board Policy 5.001.
- Pages H/8-9 – Wording changes and deletions made in section on Maximum Age Limit for Attendance. Clarification to age limit for ESOL services. Form 1055A to be used for intent to terminate services.
- Page H/11 – Reference made to including Southern Association of Colleges and Schools (SAC) recognized accrediting agencies under the General Transfer Information.
- Page H/12 – Clarification made to include FCAT 2.0 or a FLDOE end-of-course assessment.
- Page H/12 – Addition to International Exchange Students regarding boundary issues.
- Pages H/13 – Language defining ELL students has been added and explained in greater detail than in previous SPPS.
- Pages H/13 – Location of plans of service, extension of service, and exit of service for ELL students has been added.
- Pages H/14-15 – Language added to the section on 504 Eligibility for better clarification.
- Page H/16 – Clarification added for requirements for earning credits. Time in class changed from no more than 10% absences to must be present for 67.5 hours of instruction.
- Page H/17 – Specific language added regarding students with an active 504 plan and excessive absences.
- Page H/19– Inclusion of “other instructional activities” and “opportunity to make up final exams” under making up work for students on an out of school suspension. Additional clarification provided regarding make-up work provided.
- Page H/20 & H/50,51,56– *Foreign Language* is now referred to as *World Language*.
- Page H/20 – Additional language added to the transfer of high school credit and graduation.
- Pages H/20 – The header for Program description was changed to Curriculum.
- Pages H/23-24-- The header for Special Programs was deleted. The section on Career and Technical Education (CTE) Programs was rewritten for clarity. Included in the CTE is the student choice of “a career-themed” course sequence” in addition to enrollment in a Career Academy. The reference to Florida Ready to Work Credential was deleted. The CTE Manual link was updated. Reference made to the change from grade 9 to middle school for the career pathways.
- Pages H/25-26 – Terminology added to include FCAT 2.0 and EOCs.
- Page H/26 – Rewording of section on students with an active 504 plan.
- Page H/27 – Reference made to the NGSSS access points for ESE students. Access points were defined for more clarity.
- Page H/28 – Wording changed regarding modification to courses, instructional time, methodology, etc., in ESE education opportunities.
- Page H/28-29 & 44 - Information about Virtual School enrollment was added: beginning in 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. Students may take these courses online outside of or as a part of the school day.

- Page H/29 – Under School-to-School Program change made from “is” to “may be” available.
- Page H/29– Deletion regarding the option of a student with 9 or more credits being exempt from the postsecondary educational institution mandating enrollment during a summer term.
- Page H/29 – The word “shall” was replaced by “may” for credit for an Advanced Placement score of 3 on a 5-point scale. Inclusion of phrase “by the post-secondary institution.”
- Page H/30-31 – “Dual enrollment” replaced “inter-institutional” wording in articulation committee and agreement references. Language changes made for better clarity.
- Page H/30 – “Shall” replaced “will” in regard to dual enrollment grades having same weight at an AP course.
- Pages H/30-32 – Extensive language changes made to Dual Enrollment section. Included in this section are references to the Postsecondary Education Readiness Test (P.E.R.T.) and the Test of Adult Basic Education (TABE). Inclusion of the need for the high school principal’s permission to dual enroll in colleges or universities other than those that have an agreement with the district.
- Page H/34 – Deletion of statement that “students must maintain full-time enrollment in order to continue their early admission status.”
- Page H/34– Clarification of a Home Education student regarding early admission to college.
- Page H/34 – Rewording made regarding grade classifications in high school.
- Page H/34 – Included the limit of two Credit Lab courses per year for students who require less than six credits in order to graduate and in dual enrollment limited to 8 college credit hours per semester.
- Page H/35 – Mid-year promotion language included.
- Pages H/36-37– Progress Monitoring Plan language revised for better clarity. Sentence stating that a “student will require an individual PMP prior to receiving an intervention plan under the SBT/Rtl process” has been deleted.
- Page H/38– Inclusion of “mathematics” in section on performance standards.
- Pages H/39-40– Revisions made to summer school requirements and reference made to consult Summer School Manual for information. Students dismissed from summer school will not receive credit. Students may be dismissed from e2020 summer school if absent more than two days. Extended school year reference for ELL students deleted.
- Page H/40 – For students in the Adult Credit Program, if they wish to graduate in May/June of a given school year, they must complete all Adult Credit Program (ACP) courses prior to graduation clarification included.
- Pages H/40-41 – Extensive changes made to the wording of the section on Identification of students in need of remediation in reading section.
- Pages H/41-42 – Algebra 1 EOC level scale score chart and interpretation of information included.
- Pages H/42 – 44Detailed language reflecting new statutory requirements has been added to the section on Graduation Requirements.
- Page H/44 – Wording change was made from “semester courses” to “semester grades.”
- Pages H/44 - Online Learning Requirements for Graduation are outlined. Beginning with all students entering ninth grade in 2011-2012, and thereafter, at least one course required for graduation must be completed through online learning. Online high school credit courses successfully completed in grades 6-8 may be used to fulfill this requirement. Language allows for exemption for students with an IEP which indicates an online course is not appropriate.

- Pages H/45-50 - Detailed language changes reflecting new terminology and statutory requirements have been added for mathematics, science, social studies and physical education.
- Pages H/50-51 – World Language Waiver added.
- Page H/51– Changes made to wording for elective credits which included clarification of nonpaid voluntary community or school service.
- Pages H/52-53 - Detailed language changes reflecting new terminology and statutory requirements have been added to the graduation requirements for transfer students in awarding Algebra 1, Geometry, and Biology 1 credit.
- Page H/54 – In first bullet under Accelerated High School Graduation Option, “must” changed to “should”. One other bullet has been deleted and two bullets regarding the student’s selection of this graduation option.
- Page H/55 – Parental notification at the end of each grade for students not on track in the Accelerated Option has been added.
- Page H/55 – Change made from students in grades 6-9 to students in grades 6-12 that parents will be notified of graduation options.
- Pages H/55-56 – Changes to the Three-Year 18-Credit College Preparatory Program were made to meet statutory requirements, courses, and EOC.
- Pages H/56-57 – Changes to the Three-Year 18-Credit Career Preparatory Program were made to meet statutory requirements, courses, and EOC.
- Pages H/58-59 – Extensive changes made to section on Course Modifications to meet statutory requirements.
- Pages H/59-62– Extensive details have been added regarding waivers of FCAT/FCAT 2.0 and EOC assessment results for graduation for students with disabilities. The revisions were made to meet statutory requirements.
- Pages H/62-64– Graduation Requirements for a Special Diploma have changed to include referencing the NGSSS access points for students with significant disabilities.
- Page H/67 – Eligibility of students selecting a three-year 18 credit graduation option or electing to complete the 24 credit option in three years for co-valedictorian/salutatorian have changed and an early admission student enrolled full-time in a college or university the senior year will not be eligible for this recognition as valedictorian/salutatorian.
- Pages H/67-72 – Florida Bright Futures awards are cited but the details have been eliminated and the statement added that the eligibility requirements are subject to change with each legislative session.
- Page H/75 & H/77– Language added that all effort should be made to allow students to complete assignments in order to remove grades of I and earn a semester grade.
- Page H/75 & H/77 – Clarification made for M grade to include all effort to allow the student to complete a sufficient number of assignments in order to earn a grade for the course.
- Page H/76- ELL students may not be denied the opportunity to earn above average grades because of placement in an ESOL program.
- Page H/77 – Note added to clarify that W in a dual enrollment class will be entered on the student’s high school transcript.
- Page H/79 – Second bullet under Forgiveness Rule changed from “is” to “may be”. Additional language added regarding a transfer grade of “P” may be used to forgive a D or F earned previously in the same course.
- Page H/80– Clarification added to include using courses taken through Credit Recovery for forgiveness.

- Page H/81 - District/State Assessments have changed to reflect current statutory requirements (FCAT 2.0 and EOCs).
- Page H/83 – Wording has been added about how district personnel can implement accommodations for students with disabilities.
- Pages H/84 – Deleted language regarding extracurricular activities for Home Education, Charter School, and full time Virtual School students as well as athletic eligibility for all students.

**Elementary, Middle and High School Student Progression Plans:**

- Page numbers and formatting changed since additions and deletions make changes to location. (After document approval, all page numbers and table of contents are revised.)
- Throughout documents, updates to state testing terminology (FCAT 2.0, EOC), requirements, etc., Common Core State Standards (CCSS) and Academically Challenging Curriculum to Enhance Learning (ACCEL) options, and requirements, and Access Points are added when Next Generation Sunshine State Standards are referenced.
- Throughout documents, wording regarding “recent” legislation has been removed.
- Page ii/Table of Contents – Academically Challenging Curriculum to Enhance Learning (ACCEL) Options added.
- Page 2 – Introduction has changed to include required elements of a Plan. Changing the section provides an overview.
- Pages E/1, M/1, H/6 – Inclusion of option to provide a passport for verification of birth.
- Pages E/2, M/2, H/7– Under proof of residence bullet, the addition of the Affidavit of Residence Form was included and additional language was added to require schools to meet the language needs of parents during registration.
- Pages E/2, M/2, H/7 – Under bullet for immunization, the Health Form number and Florida Admin. Codes are specified.
- Pages E/2, M/2, H/7 – Exceptions to registration policies including “students experiencing homelessness” and person acting as a parent instructions are included.
- Pages E/3-4, M/3-4, H/9-11– Physical Examination and Immunization Requirements are updated to comply with Florida Department of Health changes.
  - On chart under Physical Examination, additional language was added to include having the physician’s signature and office stamp.
  - Under Immunization, it is permissible to allow 30 school days of the transfer of records.
  - Clarification of temporary and permanent medical exemptions is provided.
- Pages E/4, M/4, H/10 – Change made to availability of Certificate of Religious Exemption through Palm Beach County Health Department only.
- Pages E/4, M/4, H/10 – Updated follow-up information related to homeless students being served by the Homeless Education Assistance Resource Team (H.E.A.R.T) in Student Intervention Services.
- Pages E/8, M/6, H/13 - Inclusion of a parent’s right to choose the ESOL instructional model for their children.
- Pages E/8-9, M/6-9, H/14-15- The section referencing students with an active section 504 accommodation plan was moved and placed after the section on ESE eligibility rules for transfer students.
- Pages E/8-9, M/6-7, H/15-16 - Updated ESE Eligibility section for transfer students based on statute.
- Pages E/11-13, M/9-10, H/18-19- Specific language defining excused absences, unexcused absences, and parents’ responsibility for notifying a school about absences has been added.

- Pages E/12, M/10, H/19 – Language regarding make-up work by students who are on Out of School Suspension has been added.
- Pages E/12-13, M/10-11, H/17-18 - Sections regarding attendance of ESE, 504, Hospital Homebound students have been rearranged.
- Pages E/14 & 18, M/12, H/20 & 28 - Home Education Office Suite changed from C-236 to C-141.
- Pages E/14, M12, H/20 - *Curriculum* title replaced *Program Description*.
- Pages E/15-16, M/13-14, H/21-22– Language was added regarding the Academically Challenging Curriculum to Enhance Learning (ACCEL) opportunities and options.
- Pages E/60-61, M/52, H/84 - Annual Report section was deleted; the report is still required but reporting requirements were determined to not be needed in the documents.

### **Adult Student Progression Plan:**

- Page 2-- Introduction has changed to include required elements of a Plan. Changing the section provides an overview.
- Pages A/2-3 - The Tuition and Fees section has changed: and exemptions and fee waivers are explained. Registration fee has been added.
- Page A/3 – 5th bullet on page - Program year was changed to 2012 – 2013.
- Page A/4 – Entrance criteria – Co-enrollment program year changed to 2012 -2013.
- Pages A/4 - Co-enrollment information has been moved to this page and limits these students to 2 core curricula courses per year.
- Page A/6 – added back in 2) Student enrollment is limited to two core curricula courses per year.
- Pages A/6-8 - The Co-Enrolled Credit Program (Credit Lab) Section has changed in regards to reporting for funding of co-enrolled students.
- Page A/9 – deleted second bullet regarding age – information is redundant.
- Page A/9 – deleted Exception regarding age waiver – information is redundant.
- Pages A/8-10 - Details about registration for GED have been added.
- Page A/11 - Annual Report section was deleted; the report is still required but reporting requirements were determined to not be needed in the document.

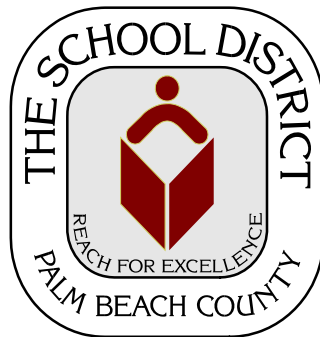
# 2012-2013 ELEMENTARY SCHOOL STUDENT PROGRESSION PLAN

Entry, Promotion, and Retention

for

Grades K - 5

Effective August 2012



Mr. E. Wayne Gent, Superintendent of Schools  
Dr. Janis Andrews Ann-Killets/Judith Klinek, Chief Academic Officer  
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## STUDENT PROGRESSION PLAN

The purpose of the Student Progression Plan is to inform school personnel, parents, students and other interested citizens regarding the comprehensive plan for student progression from one grade to another towards graduation. 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) and (2)].

### This Plan includes:

- Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
- Specific levels of performance in reading, writing, science, and mathematics for each grade level. This includes the levels of performance below which a student must receive remediation or be retained in an intensive program.
- 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:

- The process for parents 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 parents 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. To achieve accountability, the School District is committed to the implementation of a Response to Intervention (RtI) framework to integrate/align supports to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality intervention/instruction matched to student needs considering learning rate and level of acceleration, retention and remediation. RtI is a data-based decision making process applied to education. A problem-solving method and the systemic use of assessment data, at the District, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of interventions/instruction needed to improve learning and/or behavior (State Board of Education Rule 6A-6.03018; 34 C.F.R. § 300.2 et. seq.)

The Plan incorporates herein Next Generation Sunshine State Standards (NGSSS), Common Core Standards, and ACCEL options that provide academically challenging coursework or accelerated instruction to students in Kindergarten through grade 12 ([Florida Statute § 1001.03, 1003.42 & 1002.3105] and State Board of Education Rule 6A-1.09401(3)).

District 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 and reports and providing leadership for instruction that meets the needs of all students [Florida Statute §1001.54 and 1012.28].

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



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DRAFT

## General Requirements

### ENTRY REQUIREMENTS

#### INITIAL REQUIREMENTS

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

- a valid birth certificate or other documentation of birth [Florida Statute §1003.21]
- if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder

#### Florida Statute §1003.21

- (4) Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted. ~~in accordance with the provisions of subparagraph (1) (a) 2.~~ The ~~district school~~ superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:
- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
  - (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
  - (c) An insurance policy on the child's life that has been in force for at least 2 years;
  - (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
  - (e) A passport or certificate of arrival in the United States showing the age of the child;
  - (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
  - (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the district school board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.<sup>1</sup>

<sup>1</sup>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."

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

- certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22]; (State Board of Education Rule 6A-6.024; School Board Policy 5.06(A) (2)) (Recommended form: DH 3040, that is incorporated here by reference as part of this plan – See Health Requirements) (See footnote 1 above relating to a temporary exemption).
- proof of residence – For a student assigned to a school based on the student’s residence under School Board Policy 5.01(1) (b), parent(s)/guardian(s) must provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation as required by School Board Policies 5.01 and 5.011(5) such as a lease, mortgage or utility bill. See acceptable documents as well as exceptions to providing proof of residence within 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 Form (PBSD 1866) shall be completed by the parent. Additionally, schools must meet the language needs of parents at all relevant stages of the registration process in a timely manner to ensure meaningful access to their students' educational opportunities.
- a Florida Certificate of Immunization submitted on the Department of Health Form (DH680) [Florida Statute §1003.22] – Students will not be admitted into class without proof of immunization unless there is a lawful exemption. (See footnote 1 above relating to a temporary exemption and School Board Policy 5.74 and [Fla. Admin. Code 64D-3.046(3)].

Students who are without a fixed, regular and adequate nighttime residence are considered as children and youths who are experiencing homelessness ([Florida Statute § 1003.01(12)] and State Board of Education Rule 6A-6.03411(1) (s). According Pursuant to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 McKinney-Vento Act, (Section 725) 42 U.S.C.A. § Section 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 immunization, transportation, and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 school days of enrollment. See School Board Policy 5.74 ~~[Florida Statute §1003.21(1) (f)]~~ entitled “Students Experiencing Homelessness” as to the procedures relating to the enrollment of these students. [Florida Statute §1003.21 (1) (f)].

When a student is not living with a biological or adoptive parent, a person acting as parent must complete the Person Acting as Parent form “PBSD 1543”. See School Board Policy 5.011(8) for guidelines regarding the use of this form.

A School District of Palm Beach County *New and Returning Student Registration* form (PBSD 0636 found at <http://www.palmbeachschools.org/Forms/Index.asp>) must be completed by the parent(s)/guardian(s), signed and returned to school at the beginning of each school year or when the student enters the Palm Beach County School District.. This form is translated into Spanish, Haitian Creole, and Portuguese. If parents need additional language assistance, contact the Department of Multicultural Education. School personnel are strictly prohibited from requesting and/or requiring documentation of the immigration status of students and families. It is the responsibility of the parent(s)/guardian(s) to promptly notify the school, in writing, of any change in a student’s address.

## HEALTH REQUIREMENTS

### Physical/Health Examination

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 health examination documented on State of Florida School Health Entry Exam DH 3040 performed within one (1) year prior to enrollment (State Board of Education Rule 6A-1.0985).

### **PHYSICAL EXAMINATION REQUIREMENTS EXPLANATION 2010-2011**

STUDENTS	PHYSICAL EXAMINATION
All Palm Beach County	School Health Entry Exam on form **DH 3040 required for Pre-K, Kindergarten and Grade 7.
<u>All</u> transfers within Palm Beach County 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 <u>Pre-K, at least</u> Kindergarten and Grade 7 documentation.
<u>All</u> transfers 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 DH Form 3040** <u>and have the physician's signature and office stamp.</u></p> <p>Physicals must have been performed within one year of enrollment unless exempt based on a written request for religious reasons.</p>

\*\*DH Form 3040 – State of Florida Health Examination Form

### Immunization

All Pre-K, Kindergarten and new students seeking entrance into a public high school in Palm Beach County are required by Florida Statute §1003.22 and School Board policy to present, at the time of entry, a valid Florida Certificate of Immunization – (DH 680). Students will not be admitted into class without proof of immunization absent a lawful exemption (State Board of Education Rule 6A-1.0985) (Fla. Admin. Code 64D-3.046) and have the physician's signature and office stamp. ~~The Florida Certification of Immunization (DH 680) includes temporary and permanent medical exemption sections based on medical reasons. If a hardship exists for parents transferring students, according to statute, it is permissible to allow 30 school days for the transfer of records ([Florida Statute § 1003.22] and (School Board Policy 5.06)).~~

The Florida Certification of Immunization (DH 680) is available from either private physicians or the Palm Beach County Health Department. 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 exempted from and the valid clinical reason for exemption [Florida Statute § 1003.22(c)].

The Certificate of Religious Exemption, (DH 681) is available only through the Palm Beach County Health Department. Only an original DH 681, generated by Florida Shots program for the Health Department, will be accepted at school sites.

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 enrolled and receive a 30 day exemption. Follow-up with these students should be coordinated through Homeless Education Assistance Resource Team (H.E.A.R.T.) in Student Intervention Services.

- ~~• A Certificate of Religious Exemption, (DH 681) is available only through the Palm Beach County Health Department. It is not available from private physicians.~~

The required immunizations and dosages for elementary school students are as below :

**Immunization Requirements for Entry into Grades Pre-K through 5**  
**2010-2011 2012-13 School Year**

**(Florida Department of Health Bureau of Immunization**  
[http://www.doh.state.fl.us/disease\\_ctrl/immune/index.html](http://www.doh.state.fl.us/disease_ctrl/immune/index.html)

	<b>PK* (Age-4)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	X
Varicella- 2 doses		X	X	X	<u>X</u>	<u>X</u>	
HIB series	X*						

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

Required Documentation is:

Documentation of Complete Immunization.....DH Form 680, Part A-1

Documentation of Temporary Medical Exemption...DH Form 680, Part B

Documentation of Permanent Medical Exemption...DH Form 680, Part C

**KINDERGARTEN AND FIRST GRADE ENTRY**

Kindergarten Age Entry

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 Statute §1003.21(1)(a)2].

## Florida Kindergarten Readiness Screener (FLKRS)

The FLORIDA KINDERGARTEN READINESS SCREENER (FLKRS) must be administered within the first 30 school days. Upon entry, each kindergarten student shall participate in the statewide kindergarten screening [Florida Statute §1002.69(1)] and shall be administered the FKLRS, which includes the Early Childhood Observation System™ (ECHOSTM) and the Broad Screen/Progress Monitoring Tool of the Florida Assessment for Instruction in Reading-K (FAIR-K) [Florida Statute §1002.67(1)]. Public schools who 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™ (ECHOSTM) and the Broad Screen of the FAIR-K.

For ELL students, 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. The ELL student should be screened unless the student has arrived in the United States in the last thirty 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.

Students who have been retained in kindergarten are not included in the administration of the FLKRS.

### Section 504

Please see CURRICULUM Section.

### First Grade Age

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

- 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 1 of the school year for which entry is sought
  2. must have written verification of satisfactory completion of kindergarten requirements from the nonpublic school [Florida Statute §1003.21(1)(b)].

**Florida Statute §1003.21**

1(a)1. All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly every school day of the 180-day school year term until their 16<sup>th</sup> birthday unless an exception exists, during the entire school

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

~~English Language Learners (ELL) students are identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2).~~

~~For English Language Learners (ELL) students, 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. The ELL Committee should determine whether the student should be administered the FLKRS in English. Spanish speakers for whom the ELL Committee has determined the screening should not be administered in English may be screened using the Spanish version of the instrument. Speakers of languages other than English and Spanish should not be administered the FLKRS.~~

Exceptional Student Education (ESE) Students

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

~~The IEP Team will determine whether the FLKRS is appropriate for kindergarten students with disabilities.~~

~~Students who have been retained in kindergarten are not included in the administration of the FLKRS.~~

~~Section 504~~

~~Please see CURRICULUM Section:~~

## PLACEMENT OF TRANSFER STUDENTS

### General Transfer Information

[Florida Statute §1003.25]

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

The school administrator(s) will determine placement of a student who transfers from a home education program (School Board Policy 8.14(12)) 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 a test on individual subject-area objectives (or competencies) to be identified by the principal
- interview with the student and/or the parent(s)/guardian(s) by the principal or designee(s)
- grade placement shall be validated through satisfactory completion of academic work in the district within a forty-five (45) school-day 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)/guardian(s) may appeal the placement decision to the superintendent or designee within fourteen (14) calendar days of the principal's decision.

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0900, 6A-6.0902, and 6A-6.09092(1) and School District of Palm Beach County Plan for Services to English Language Learner (ELLs) are found at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp> per State Board of Education Rule 6A-6.0905.

ELL students are identified and assessed to determine eligibility for services in accordance with State Board of Education Rules 6A-6.0902 and 6A-6.0902(1) (1) and (2).

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

An ELL committee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. An administrator must be part of the ELL committee making the placement decision. Parents have the right to choose the ESOL Instructional Model (sheltered, support, dual language) in which their child is served. State Board of Education Rule 6A-6.0902 (3)(d).

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

### Exceptional Student Education (ESE)

#### ESE

(State Board of Education Rules 6A-6.03028; 6A-6.03019(1); 6A-6.0331; 6A-6.0361; School Board Policy 5.725 "Exceptional Student Education Policies and Procedures (SP & P)")

#### Individual educational plans (IEPs) for students who transfer from school districts within Florida:

If an exceptional education student who had an IEP that was in effect in a previous Florida school district transfers to the school district and enrolls in a new school, the school district (in consultation with the parents) will provide a free appropriate public education (FAPE) to the student, which includes services comparable to those described in the child's IEP from the previous Florida school district, until the school district does either of the following:

- Adopts the child's IEP from the previous school district
- Develops, adopts, and implements a new IEP that meets the applicable requirements of State Board of Education Rules 6A-6.03028 or 6A-6.030191, F.A.C.

## IEPs for Students Who Transfer from Outside Florida:

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

- Conducts an initial evaluation in accordance with State Board of Education Rule 6A-6.0331, F.A.C. (if determined to be necessary by the school district)
- 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-6.0361, F.A.C.

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

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## Students with an Active Section 504 Accommodation Plan

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 504 plan and who is enrolling in a Florida school district.

Upon notification that a transferring student is one with an active 504 plan, the receiving school must review 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 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.

## Placement of Transfer Kindergarten and First Grade Students

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

### **State Board of Education Rule 6A-1.0985**

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

- (2)(a)(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)(a)(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).*
- (2)(a)(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 transfer kindergarten and first grade students from other states or countries is available through the District School Counseling Office.

See Department of Education Frequently Asked Questions at <http://www.fldoe.org/faq/default.asp?dept=107>.

#### Placement of Transfer Students - Grades 2-5

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

Third grade students who transfer from any public or private school in the United States or a foreign county after the current year's FCAT 2.0 Reading administration must show good cause for promotion prior to being promoted to fourth grade (see page E/37 for student progression section for explanation of criteria for good cause exemption from mandatory retention for reading at grade 3) [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.

#### Placement of Transfer Students from Home Education Program

Refer to "General Transfer Information" section.

## ATTENDANCE

School attendance is the direct responsibility of the parent(s)/guardian(s) and students ([Florida Statute §1003.24]; (School Board Policy 5.09(1)). 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 [Florida Statute §1003.21] and (School Board Policy 5.09(1)).

The District and/or school student handbook outlines the attendance procedures for that school. All school procedures conform to the following district-wide procedures (~~School Board Policy 8.01~~):

### Absences

#### Excused Absences

~~Written notes or telephone calls from parent(s)/guardian(s) promptly stating the date(s) of the absences and reason for it are required either before or after an absence. School officials may require medical verification of absences (School Board Policy 8.01). It is the responsibility of the student to make up work missed because of absences. Students receiving out-of-school suspension must be assigned schoolwork that will cover the content and skills taught during the duration of the suspension. Students are given one day for each absence to complete makeup work unless unusual circumstances indicate an extension. The principal or designee must approve any extension.~~

~~An~~ Excused Absences per School Board Policy P-5.09, include the following:

- Student illness
- Medical appointment
- Death in the family
- Observance of a religious holiday or service that is recognized as such by all members of the faith. Prior to the absence the parent must provide a written request and the student must be provided the opportunity to make up missed work without adverse effects (See <http://www.palmbeachschools.org/policies/>; School Board Policy 5.095(3)).
- Subpoena by a law enforcement agency or mandatory court appearance
- Other individual student absences beyond the control of the parent/guardian or student, as determined and approved by the principal or the principal's designee (School Board Policy 5.09 (3)(a)(vi)).

### Important Points

- Parent(s)/Guardian(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 (School Board Policy 8.01).
- It is the responsibility of the student to make up work missed because of absences.

- Students are given one day for each excused absence to complete makeup work unless unusual circumstances indicate an extension. For an extension to be granted, the principal or designee must approve ~~any extension.~~

### Unexcused Absences

#### Definition:

Any absence that does not fall into one of the above excused absence categories (School Board Policy 5.09)

- Each school in the District must determine if an absence or tardiness is excused or unexcused according to the criteria established by the Board within this Policy (School Board Policy 5.09(3)(b)).

### Out of School Suspension

Students receiving out-of-school suspension (OSS) must be assigned schoolwork to keep up with content and skills covered during the duration of the suspension. Students on OSS will be permitted to make up major examinations, if applicable. Projects, long-term assignments, ~~ete.~~ or other instructional activities, which represent work for a period of time greater than the OSS period will be submitted for the purpose of determining a student's grade.

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

All make-up work should be completed within two weeks of the end of the semester, unless the student's principal makes an exception or if the student has an individual plan with another timeframe as an accommodation.

### Home or Hospital Bound

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, School Board Policy 5.725 "Exceptional Student Education Policies and Procedures (SP&P)" and State Board of Education Rule 6A-6.03411.

#### Note:

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)].

### Students with an Active Section 504 Accommodation Plan

(Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104)

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

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

### Excessive Absences

When a student with an active 504 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.

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)

In the case of an ESE-eligible student with excessive absences, an IEP team meeting must be conducted to determine whether or not the absences are related to the student's disability (State Board of Education Rule 6A-6.0331(1)(c); School Board Policy 5.725 and its referenced SP&P ~~at 20, 23~~).

If the IEP team determines that the excessive absences are related to the student's disability, the IEP team must take appropriate ~~of~~ 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 that for a general education student.

### Absences for Religious Reasons (School Board Policy 5.095)

Per School Board Policy 5.095, sStudents shall be excused from attendance on a particular day or days, or for part of a day, and from any examination, study, or work assignment for religious instruction, observation of a religious holiday. Students may make up any examination, study or work assignment which has been missed for religious purposes. Prior to the student's absence for religious reasons, a written request must be provided by the parent or guardian.



In the event of a complaint regarding the failure of the school's to provide for religious accommodations, the complainant should appeal to the Area Superintendent or the Superintendent's designee.

#### Student Withdrawals 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)/guardian(s) of a student who leaves school during the last two weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete examinations as appropriate. 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. Approval is mandatory prior to the student leaving school.

#### Student Withdrawals to Home Education Program

To withdraw a student for enrollment in a home education program, the custodial parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, in writing, of the intent to establish a home education program for the student. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program ([Florida Statute §1002.41]; (School Board Policy 8.14 (3),(4) and(5)).

Home education correspondence should be mailed to:

School District of Palm Beach County  
Fulton-Holland Educational Services Center  
Home Education Office  
3308 Forest Hill Boulevard, Suite C-236141  
West Palm Beach, FL 33406-5813

### **PROGRAM DESCRIPTION** **CURRICULUM**

The School District of Palm Beach County Curriculum Guidelines incorporates the strands, performance standards and benchmarks of the Florida Department of Education *Sunshine State Standards*, ~~or~~ *Next Generation Sunshine State Standards*, *Common Core State Standards or Academically Challenging Curriculum to Enhance Learning (ACCEL) options*. [Florida Statute §1003.41] and (State Board of Education Rule 6A-1.09401). The curriculum guidelines include kindergarten and grade 1 common core grade standards and grades 2 through 5 benchmarks for the following :

- Reading

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

These benchmarks delineate the academic achievement for which the state will hold schools accountable. District-adopted and/or district-developed instructional materials are tools provided for elementary school students to meet the benchmarks. In addition, course descriptions or frameworks are provided for each elementary school course. These course descriptions meet the requirements of State Board of Education Rule 6A-1.09412.

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options  
 [Florida Statute §1002.3105]

The School District of Palm Beach County 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 student in kindergarten through grade 12. The school principal informs parents and students of the available ACCEL options [Florida Statute §1002.3105(2)(a)]. The ACCEL additional school-based options can be the following:

- enriched science
- technology, engineering, and mathematics (STEM) coursework
- enrichment programs
- flexible grouping
- advanced academic course
- combined classes
- self-paced instruction
- curriculum compacting
- advanced-content instruction
- telescoping curriculum

The school principal initiates student ACCEL participation in promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects based on the student grade level performance based on standards and acceleration.

The decisions to accelerate a student shall follow State statute and be based upon multiple factors and the professional judgment of the principal and staff with the principal making the final decision. Decisions shall be made on a case-by-case basis. Each principal must establish student eligibility requirements for ACCEL options.

An acceleration decision that would result in a student attending a different school must follow District eligibility requirements and procedures, including verification of facility capacity, class size, and transportation availability. Principals and the District must consider, at a minimum, as student eligibility requirements:

(a) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to Florida Statute § 1008.22.

(b) The student's marks or grades.

(c) The student's attendance and conduct record.

(d) Recommendations from one or more of the student's teachers in core-curricula courses as defined in Florida Statute § 1003.01(14) (a)-(e).

(e) A recommendation from a school counselor if one is assigned to the school in which the student is enrolled.

For more information regarding ACCEL options available at particular schools, their eligibility requirements, and the process, parents should contact the school directly.

## ~~STANDARDS AND ACCELERATION~~

### Standards and Acceleration

The School District of Palm Beach County provides unique learning opportunities for students on various levels of learning.

All students will receive a world-class, rigorous curriculum that meets the requirements of the Florida Next Generation Sunshine State Standards, Common Core State Standards, or Academically Challenging Curriculum to Enhance Learning (ACCEL) options:

- Students who are on grade level will receive the highest possible level of instruction to meet proficiency and beyond
- Students performing below grade level will receive an intensive instructional curriculum that remediates skills/benchmarks not yet mastered by utilizing: additional instructional time, additional resource personnel, tutorial programs, and other remediation options. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Remediation options vary from school to school
- Students performing above grade level will receive a differentiated curriculum that may include an enrichment of skills/standards or acceleration of curriculum for students who show mastery. Accelerated strategies may include:
  - Providing the student with an in-depth exploration of one or more of the State standards;
  - Offering a gifted program for eligible students;
  - Placing the student in the next grade for one or more subjects; placing the student in the next grade level for all subjects.

- Students will be offered the highest possible level of instruction to meet proficiency and beyond. Accelerated and enrichment options vary from school to school.

In addition, the school principal accepts a parent's written request for consideration for a student to participate in an ACCEL option. Performance documentation of additional accelerated course options is developed if a student participates in an ACCEL option by parent request.

## SPECIAL PROGRAMS

### Program for English Language Learners (ELL) (State Board of Education Rules 6A-6.0900 et.seq)

Students whose English language proficiency in the listening, speaking, reading and writing skill areas is limited will be identified as English Language Learners, assessed and placed as provided in State Board of Education Rules 6A-6.0902 and 6A-6.09021. All ELL students must be given equal access to the general curriculum. The general education standards and benchmarks should be the basis of their curriculum. They are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student's ELL plan documents the instructional strategies required to ensure the student an equal opportunity to master the general education curriculum.

Note: See School District of Palm Beach County's District Plan for Services to English Language Learners, found at:

<http://www.palmbeachschools.org/multicultural/ELLPlan.asp>), for full explanation of services and models.

See State Board of Education Rules 6A-6.09022 for extension of services for ELL students, 6A-6.0903(2) Standards for Student Exit from the ESOL Program and additional assessment requirements, and 6A-6.09031 for post reclassification of ELL students.

### Dropout Prevention (DOP)/Alternative Education (AE)/ DJJ/Youth Services Programs (State Board of Education Rules 6A-6.052 through 6A-6.05292 and Florida Statute §§ 1003.51, 1003.52, 1003.53))

The academic program for a DOP/AE/DJJ/Youth Services student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum and/or setting. The programs employ alternative teaching methodologies, curricula, learning activities or diagnostic and assessment procedures in order to meet the needs, interests and talents of eligible students. See School Board Policy 8.13 and the referenced DOP/AE/DJJ/Youth Services Programs Manual.

Students who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors may be considered eligible. Students identified as English Language Learners (ELLs) and/or eligible for ESE who meet the eligibility criteria for dropout prevention may be considered for placement. See School Board Policy 8.13 and the referenced DOP/AE/DJJ/Youth Services Programs

Manual. Various programs and support activities are available in most schools throughout the School District. The District provides educational services to students in Youth Services and DJJ programs as set forth in this Manual.

\*\* Home Education Program  
(School Board Policy 8.14)

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

Home education correspondence should be mailed to:

School District of Palm Beach County  
Fulton-Holland Educational Services Center  
Home Education Office  
3308 Forest Hill Boulevard, Suite C-236 141  
West Palm Beach, FL 33406-5813

Virtual Instruction

[Florida Statute §§1002.37, 1001.42 (23)]; (State Board Education Rules 6A-6.0980 and 6A-6.0981)

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 School District of Palm Beach County is providing K-12 instructional programs.

A student who is a full-time student attending a traditional public school in the school district must have permission from his/her school counselor and principal to enroll in virtual education courses. Student eligibility for participation is determined by Florida Statute § 1002.455 and participation requirements are set forth in Florida Statute § 1002.45(6).

Students may enroll as full-time virtual students in grades K-12. A student may also enroll part-time, but for K-5 students must meet certain eligibility requirements. For more information see the program descriptions and requirements that can be found at [www.palmbeachvirtual.org](http://www.palmbeachvirtual.org).

Registered home education students may take a partial or full schedule with school district FLVS franchises and Florida Virtual School (FLVS) [Florida Statute §§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 that can be found at [www.palmbeachvirtual.org](http://www.palmbeachvirtual.org).

## Gifted Education

(State Board of Education Rules 6A-6.030191)

Students enrolled in the gifted program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. A continuum of services for gifted students is offered in schools strategically located throughout the district.

Students identified as gifted, under School Board of Education Rule 6A-6.03019, have an Educational Plan (EP) that outlines goals, strengths and weaknesses and that provides direction for the instructional program. The differentiated instructional program includes advanced-level content, acceleration and enrichment that address the student's special abilities and interests. For more information regarding gifted education, refer to School Board Policy 5.725, Exceptional Student Education Policies and Procedures. ~~particularly at pages 121-126 and 46 and Appendix A-2 and C.~~

### Section 504 Accommodation

(Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104)

A student is eligible for accommodations under Section 504 of the Rehabilitation Act of 1973 (Section 504) if the student is determined to have a physical or mental impairment that substantially limits one or more major life activities of such student.

In addition, a student with either a record of impairment, or who is regarded as having an 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 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 an 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.

An episodic or in remission impairment is a disability if it would substantially limit a major life activity when active. An 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.

~~Multi-Disciplinary Team must meet as necessary to determine if an otherwise a 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.~~

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

ESE-Eligible Students Exceptional Student Education (ESE)

Pursuant to School Board Policy 5.725, IEPs for ESE-eligible students must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. See State Board of Education Rule 6A-6.03028; and Policy 5.725 and its referenced SP & P. 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 or more content areas may be more appropriate. The 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 must include the parent, make special program placements and the educational decisions. The IEP team develops a statement of measurable annual goals, ~~including benchmarks or short term objectives~~ related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities, as well as meeting each of the student's other educational needs that result from the student's disability (See State Board of Education Rule 6A-6.03028).

~~In particular, the IEP team should draft benchmarks or short term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards at the discretion of the IEP team.~~ 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 \*accommodations/\*\*modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP team. Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and/or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

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



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 (34 CFR 300.320 (a)(5); SP & P [on pages 95-103](#)).

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 (SP & P [on pages 95-103](#)).

### ASSESSMENTS

Each student's progression from one grade to another is determined, in part, upon proficiency in reading, writing, science, and/or mathematics. Information in the Student Progression Plan facilitates recognizing such proficiency (See *Student Performance Level Charts* on pages E/[24-E/26](#)). Each student and his or her parent/guardian will be informed of the student's progress (See *Reporting Student Progress* on pages [E/42-E/46](#)) [Florida Statute §1008.25(1)].

#### Statewide Assessments

All eligible elementary grades three and above students must participate in all regular state and district assessments for accountability purposes except as prescribed by the Commissioner of Education [Florida Statute §1008.22 (3)(c)] (State Board of Education Rule 6A-1.09422). [FCAT 2.0 is the current statewide assessment.](#)

Each student who does not meet specific levels of performance in reading, writing, science and mathematics 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)]. ~~For more information regarding these assessments see page E/47-E/50.~~

#### Other Assessments

##### Kindergarten Indicators

- [The Florida Kindergarten Readiness Screener \(FLKRS\)](#)
- [Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Record, 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](#)

##### First Grade Assessments

- Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Records, 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
- Palm Beach Writes

### Second Grade Assessments

- Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Record, Retelling/Comprehension Conversation and Writing About Reading.
- Florida Assessment Instruction in Reading (FAIR) – as required for only select schools
- Palm Beach Writes
- Scholastic Reading Inventory (SRI) – optional additional assessment
- School District of Palm Beach County *Next Generation Sunshine State Standards* Diagnostic Assessments in reading and mathematics
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### Third Grade Assessments

- Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, 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 Writes (narrative and expository prompts)
- Scholastic Reading Inventory (SRI) – optional additional assessment
- School District of Palm Beach County *Next Generation Sunshine State Standards* Diagnostic Assessments in reading, science and mathematics
- FCAT 2.0 Mathematics SSS
- FCAT 2.0 Reading SSS
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### Fourth Grade Assessments

- Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, 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)
- FCAT 2.0 Writing SSS
- Scholastic Reading Inventory (SRI) – optional additional assessment
- School District of Palm Beach County *Next Generation Sunshine State Standards* Diagnostic Assessment in reading, science and mathematics
  - FCAT 2.0 Mathematics Next Generation SSS
  - FCAT 2.0 Reading Next Generation SSS
  - District-adopted mathematics and reading program assessments
  - District-adopted science program assessments

#### Fifth Grade Assessments

- Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, 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 Writes
- Scholastic Reading Inventory (SRI) – optional additional assessment
- School District of Palm Beach County *Next Generation Sunshine State Standards* Diagnostic Assessment in reading, science and mathematics
  - FCAT 2.0 Mathematics Next Generation SSS (without performance tasks)
  - FCAT 2.0 Reading Next Generation SSS
  - FCAT 2.0 Science *Next Generation* SSS
  - District-adopted mathematics and reading program assessments
  - District-adopted science program assessments

### **PROMOTION**

#### Student Performance Levels for Reading, Writing, Mathematics and Science

The School District must define specific levels of performance in reading, writing, mathematics and science for each grade level [Florida Statute § 1008.25]. These levels of performance will be used to identify students who must receive remediation and may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement [Florida Statute §1008.25(6)(a)]. No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance Sunshine State Standards,

Next Generation Sunshine State Standards or Common Core as set forth in State Board of Education Rule 6A-1.09401.

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

~~—Level 3: on or above grade level~~

~~—Level 2: less than a year below grade level~~

~~—Level 1: more than a year below grade level~~

~~—(School District of Palm Beach County Elementary Report Card, PBS-D-0768)~~

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

### Teacher Judgment

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

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

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

## STUDENT PERFORMANCE LEVEL CHARTS

The student performance level charts show the identified performance levels as they relate to the FCAT 2.0 SSS as well as FCAT 2.0 Writing and Palm Beach Writes ~~(see charts on pages E/21-E/26).~~

The charts also reflect the process of student identification for promotion or retention in reading, writing and/or mathematics for students in grades K-5 and outline Progress Monitoring Plan (PMP) options.

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

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

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

## KINDERGARTEN

FACTORS TO CONSIDER WHEN DECISION MAKING			
Classroom Performance: *Teacher Judgment *K-4 Literacy Assessment System Results * <u>Writing Samples</u> * Reading Series Performance/Assessment Results *Mathematics Series Performance/Assessment Results *ESE Students with Disabilities <b>ONLY</b> -- Performance Based on IEP Goals and Objectives *English Language Learners (ELLs) <b>ONLY</b> -English Language Development Continuum *Principal Recommendation ( <u>Levels below 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</u> )		<b>DECISIONS FOR NEXT YEAR</b>	
Student Performance Level	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	Promotion or Retention	
Above Grade Level	Guided Reading Level <del>C-D</del> <u>G</u> or above Independent	Promote to first grade	
At Grade Level	Guided Reading Level <del>B</del> <u>D-E</u> Independent	Promote to first grade	
<b>Below Grade Level</b>	<b>Minimally</b> (up to 6 months)  Guided Reading Level <del>A</del> <u>C</u> Independent	Promote with a Progress Monitoring Plan <b>Must provide daily iii*</b>	<b>Remediation and Retention</b>
	<b>Considerably</b> (6 months to a year)  <del>N/A</del> Guided Reading Level <u>B</u> Independent	Retain or Promote with a Progress Monitoring Plan <b>Must provide daily iii</b>	
	<b>Substantially</b> (more than a year)  <del>N/A</del> Guided Reading Level <u>A</u> Independent or below	Retain with a Progress Monitoring Plan <b>Must provide daily iii</b>	

Information on retention of English Language Learners can be found in the current Student Progression Plan.

\*iii-immediate intensive intervention

# GRADE 1

FACTORS TO CONSIDER WHEN DECISION MAKING			DECISIONS FOR NEXT YEAR		
Classroom Performance: *Teacher Judgment *K-4 Literacy Assessment System Results *K-3 Reading Assessment Program Results * Writing Samples *Principal Recommendation * Reading Series Performance/Assessment Results*Mathematics Series Performance/Assessment Results*ESE Students with Disabilities ONLY-- Performance Based on IEP Goals and Objectives* English Language Learners (ELLs) ONLY-English Language Development Continuum ( <u>Levels below 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</u> )					
Student Performance Level	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	WRITING Palm Beach Writes	Promotion or Retention		
Above Grade Level	Guided Reading Level <del>J</del> <u>L</u> and above Independent	5.5 or 6.0	Promote to second grade	Promote to second grade	
At Grade Level	Guided Reading Level <del>F-G</del> <u>I-J</u> Independent	4.0 or 4.5	Promote to second grade		
Below Grade Level	Minimally (up to 6 months)	Guided Reading Level <del>G-D</del> <u>G-H</u> Independent	3.0 or 3.5	Promote with a Progress Monitoring Plan <b>Must provide daily iii*</b>	Remediation and Retention
	Considerably (6 months to a year)	Guided Reading Level <del>B</del> <u>E</u> Independent	2.0 or 2.5	Retain <del>with or promote</del> with a Progress Monitoring Plan <b>Must provide daily iii</b>	
	Substantially (more than a year)	Guided Reading Level <del>A</del> <u>E</u> Independent	0, 1.0 or 1.5	Retain with a Progress Monitoring Plan <b>Must provide daily iii</b>	

Information on retention of English Language Learners can be found in the current student progression plan.

\*iii- immediate intensive intervention

## GRADE 2

FACTORS TO CONSIDER WHEN DECISION MAKING				DECISIONS FOR NEXT YEAR	
Classroom Performance * Teacher Judgment * K-4 Literacy Assessment System Results * Writing Samples * Reading tests * Mathematics Series Assessment Results * Classroom Grades * Principal Recommendation * Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only) * English Language Development Continuum English- Language Learners (ELLs) Only <u>(Levels below 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)</u>					
Student Performance Level	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	*WRITING Palm Beach Writes	**SRI-I Spring Lexile  <u>(optional – additional assessment)</u>	Promotion or Retention	
Above Grade Level	Guided Reading Level <del>N</del> <u>O</u> and above Independent	5.5 or 6.0	<u>540 and above</u> <u>516-762</u>	Promote to third grade	
At Grade Level	Guided Reading Level <del>K-L</del> <u>M</u> Independent	4.0 or 4.5	<u>220-539</u> <u>365-515</u>	Promote to third grade	
Below Grade Level	Minimally	Guided Reading Level <del>H-I</del> <u>L</u> Independent	3.0 or 3.5	<u>53-219</u> <u>130-364</u>	Promote with a Progress Monitoring Plan <b>Must provide daily iii*</b>
	Considerably	Guided Reading Level <del>F-G</del> <u>K</u> Independent	2.0 or 2.5	<u>Less than 52</u> <u>129 or below</u>	Retain with or Promote with a Progress Monitoring Plan <b>Must provide daily iii</b>
	Substantially	Guided Reading Level <del>D-E</del> <u>I-J</u> Independent	0, 1.0 or 1.		Retain with a Progress Monitoring Plan or promote with a Progress Monitoring Plan <b>Must provide daily iii</b>
					<b>Remediation and Retention</b>

Information on retention of English Language Learners can be found in current student progression plan.  
\*iii- immediate intensive intervention



## GRADE 3

FACTORS TO CONSIDER WHEN DECISION MAKING							DECISIONS FOR NEXT YEAR
Classroom Performance *Teacher Judgment *K-4 Literacy Assessment System Results *Writing Samples *Reading Tests * Mathematics Series Assessment Results * Classroom Grades *Principal Recommendation *Performance Based on IEP Goals and Objectives (ESE Students with Disabilities only) *Academic Progress *English Language Development Continuum (English Language Learners (ELLs) ONLY) <u>(Levels below 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)</u>							
Student Performance Level		*FCAT <u>2.0</u> Reading Developmental Scale Score (DSS)	**SRI-I Spring Lexile  <i>(optional- additional assessment)</i>	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	***Palm Beach Writes	* FCAT <u>2.0</u> Math Developmental Scale Score (DSS)	Promotion or Retention
Above Grade Level	Level 5	<del>1866</del> and above <u>227-260</u>	<del>1048</del> and above 889 or above	Guided Reading Level <del>Q R</del> and above Independent	5.0, 5.5 or 6.0	<del>1750</del> and above <u>229-260</u>	Promote to fourth grade
	Level 4	<del>1489-1865</del> <u>210-226</u>	<del>714-1047</del> 710-888			<del>1509-1749</del> <u>214-228</u>	
At Grade Level	Level 3	<del>1198-1488</del> <u>198-209</u>	<del>456-713</del> 534-709	Guided Reading Level <del>N O</del> <u>P</u> Independent	4.0 or 4.5	<del>1269-1508</del> <u>198-213</u>	
Below Grade Level	Level 2	<del>1046-1197</del> <u>182-197</u>	<del>322-455</del> 355-533	Guided Reading Level <del>M N</del> Independent	3.0 or 3.5	<del>1079-1268</del> <u>183-197</u>	Refer to bottom of this page. Must be provided PMP and daily iii*
	*Level 1	<del>86-1045</del> <u>140-181</u>	<del>321</del> and below 354 or below	Guided Reading Level <del>L M</del> Independent	0, 1.0, 1.5 or 2.0	<del>375-1078</del> <u>140-182</u>	

**\*RETENTION** — According to Florida Statute 1008.25(5)(6), third grade students who score at Performance Level 1 on Grade 3 FCAT 2.0 Reading must be retained unless exempted for good cause (See revised good cause exemption information in bulletin #EP-2024-CAO/SCLE as of March 21, 2012 along with the third grade good cause exemption section in current student progression plan). Students who score at Performance Level 2 on Grade 3 FCAT 2.0 Reading and whose other state/district assessment scores and/or Classroom performance in reading, writing, mathematics and science indicates that they are below grade level should be retained unless exempted from retention for good cause. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students. Students who score at Performance Level 2 or above on Grade 3 FCAT Reading and whose other state/district assessment scores and/or classroom performance in reading, writing, mathematics and science range between Performance Level 1 to Level 3 should be considered for promotion with a Progress Monitoring Plan (PMP). Such students may also be promoted without a Progress Monitoring Plan (PMP) if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Achievement Level 3. All students who score at Performance Level 1 or Level 2 on Grade 3 FCAT Reading SSS must have a Progress Monitoring Plan (PMP) for reading and must be provided daily Immediate Intensive Intervention (iii).

Information on retention of English Language Learners can be found in the student progression plan.

# GRADE 4

FACTORS TO CONSIDER WHEN DECISION MAKING							DECISIONS FOR NEXT YEAR
Classroom Performance: *Teacher Judgment *K-4 Literacy Assessment System Results *Writing Samples *Reading Tests * Mathematics Series Assessment Results *Classroom Grades* Principal Recommendation * Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only) *Academic Progress *English Language Development Continuum (English Language Learners (ELLs) ONLY <span style="color: red;">(Levels below 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)</span> )							
Student Performance Level	*FCAT <u>2.0</u> Reading Developmental Scale Score (DSS)	**SRI-I Spring Lexile <span style="color: red;">(optional – additional assessment)</span>	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	*FCAT <u>2.0</u> Writing	*FCAT <u>2.0</u> Math Developmental Scale Scores DSS	Promotion or Retention	
Above Grade Level	Level 5	1965 and above <u>238-269</u>	1146 and above <u>1038 or above</u>	Guided Reading Level <u>U</u> and above Independent	5.0, 5.5 or 6.0	1863 and above 240-271	Promote to fifth grade
	Level 4	1690-1964 <u>221-237</u>	875-1145 <u>856-1037</u>			1658-1862 224-239	
At Grade Level	Level 3	1465-1689 <u>208-220</u>	643-874 <u>720-855</u>	Guided Reading Level <u>Q-R S</u> Independent	4.0 or 4.5	1444-1657 210-223	
Below Grade Level	Level 2	1315-1455 192-207	504-642 <u>508-719</u>	Guided Reading Level <u>P Q</u> Independent	3.0 or 3.5	1277-1443 197-209	Refer to bottom of this page Must provide PMP and iii*
	Level 1	295-1314 154-191	503 and below <u>507 or lower</u>	Guided Reading Level <u>O- P</u> Independent	0,1.0, 1.5or 2.0	581-1276 155-196	

**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 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 Progress Monitoring Plan (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 can be found in the current student progression plan.  
iii- immediate intensive intervention

## GRADE 5

<b>FACTORS TO CONSIDER WHEN DECISION-MAKING</b>							DECISIONS FOR NEXT YEAR
Classroom Performance: * Teacher Judgment*Writing Samples*Reading Tests*Mathematics Series Assessment Results*Classroom Grades*Principal Recommendation*Performance Based on IEP Goals and Objectives (ESE Students with Disabilities ONLY) *Academic Progress*English Language Development Continuum (English Language Learners (ELLs) ONLY) <u>(Levels below 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)</u>							
Student Performance Level		*FCAT <u>2.0</u> Reading Developmental Scale Scores (DSS)	<u>LITERACY ASSESSMENT SYSTEM</u> <u>Reading Running Records</u> <u>Guided Reading Leveling System</u>	**SRI-I Spring Lexile  (optional - additional assessment)	**Palm Beach Writes	*FCAT <u>2.0</u> Math Developmental Scale Scores DSS	Promotion or Retention
<b>Above Grade Level</b>	Level 5	<del>2059 and above</del> <u>246-277</u>	<u>Guided Reading Level W and above Independent</u>	<del>1347 and above</del> <u>1165 and above</u>	5.0, 5.5 or 6.0	<del>1957 and above</del> <u>247-279</u>	<b>Promote to Sixth grade</b>
	Level 4	<del>1762-2058</del> <u>230-245</u>	<u>Guided Reading Level W and above Independent</u>	<del>1040-1346</del> <u>975-1164</u>		<del>1769-1956</del> <u>234-246</u>	
<b>At Grade Level</b>	Level 3	<del>1510-1761</del> <u>216-229</u>	<u>Guided Reading Level V Independent</u>	<del>779-1039</del> <u>836-974</u>	4.0 or 4.5	<del>1632-1768</del> <u>220-233</u>	
<b>Below Grade Level</b>	Level 2	<del>1342-1509</del> <u>200-215</u>	<u>Guided Reading Level T Independent</u>	<del>605-778</del> <u>655-835</u>	3.0 or 3.5	<del>1452-1631</del> <u>205-219</u>	<b>Refer to bottom of this page Must provide PMP and iii*</b>
	Level 1	<del>474-1344</del> <u>161-199</u>	<u>Guided Reading Level S Independent</u>	<del>Below 605</del> <u>654 or below</u>	0, 1.0, 1.5 or 2.0	<del>569-1451</del> <u>163-204</u>	

**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 third grade 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 Progress Monitoring Plan (PMP) if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Performance Level 3. However, such students may be retained if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2.

Information on retention of English Language Learners can be found in the student progression plan.

\*iii- *immediate intensive intervention*

## Progress Monitoring Plan (PMP) Process

[Florida Statute §1008.25(4) [\(b\)](#)]

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

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

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.

~~A student will require an individual PMP prior to receiving an intervention plan under the SBT/RTI process.~~

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

1. Each student who does not meet the levels of performance as determined by the district/state in reading, writing, science and mathematics for each grade level or who scores below level 3 in reading or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention [Florida Statute §1008.25(4)(a)].
  - Data from the additional assessments are to be used to formulate the student's PMP.
  - Diagnosis and remediation will occur as soon as possible after a student has been identified as deficient in reading, writing, mathematics and/or science.
  - Students deficient in reading must be provided with daily Immediate Intensive Intervention (iii) (State Board of Education Rule 6A-6.054(1) (K-12))
  - Remediation must occur until expectations are met (Florida Statute §1008.25 (4) (c); 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:
  - A valid and reliable diagnostic assessment such as ) sections of the K-4 Literacy Assessment (Fountas and Pinnell Assessment) should be used to identify the student's specific reading deficiency
  - the desired levels of performance in these areas [Florida Statute §1008.25(4)(b)]
  - the instructional and support services to be provided to meet the desired levels of performance [Florida Statute §1008.25(4)(b)]

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

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

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

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

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

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

The PMP should clearly identify:

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

#### *ESE Students with Disabilities*

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

▶ *The IEP for each child with a disability to include:*

▶ A statement of measurable annual goals, including academic and functional goals, designed to --

▶ Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

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

## REMEDICATION AND RETENTION

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

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

### Remediation for Reading

- Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency [Florida Statute §1008.25(5)(a)].
- The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied [Florida Statute §1008.25(5)(a)].
- If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Grade 3 FCAT 2.0 Reading SSS, 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 enrolled in this school who have level 5 assessment scores may participate in the additional hour of instruction on an optional basis [Florida Statute § 1011].

### Parental Notification of K-3 Reading Deficient Students

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

- ~~That the~~The student has been identified as having a substantial deficiency in reading [Florida Statute §1008.25(5)(c)].
- A description, understandable to the parent/guardian of the exact nature of the difficulty in learning and lack of achievement in reading [Florida Statute §1002.20(11)].
- The parent/guardian will be aware of and consulted in the development of the strategies and interventions of the Progress Monitoring Plan at the school [Florida Statute §1008.25(4)(b)].

- A description of the current services that are provided to the student [Florida Statute §1008.25(5)(c)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].
- ~~That the~~The child must be retained unless he or she is exempt from mandatory retention for good cause when the student's reading deficiency is not remediated by the end of grade 3 [Florida Statute §1008.25(5)(c)4].
- Strategies for parents to use in helping their child succeed in reading proficiency. A The District Curriculum Department developed brochure, entitled "Parents Helping Children with Reading," is sent home with a letter to the parents/guardians of any student who exhibits a deficiency in reading. The brochure provides grade-level specific tips on ways to help an elementary child learn to read [Florida Statute §1008.25(5)(c) 5].
- ~~That the~~The Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) is not the sole determiner of promotion [Florida Statute §1008.25(5)(c) 6].
- Additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion. ~~Refer to charts in this section~~ [Florida Statute §1008.25(5)(c)6].
- The district's specific criteria and policies for mid-year promotion [Florida Statute §1008.25(5)(c)7].

### Remediation for Mathematics

Students in grades 1-5 who are identified as being considerably or substantially below grade level (kindergarten through grade 2) or Level 1 or Level 2 (grades 3-5) as indicated on the *Student Performance Level Charts* on pages ~~E/21-E/26~~ must receive remediation in one of the following ways:

- Before or after school tutorial program
- Small group instruction based on documented student deficiencies
- One on one instruction based on documented student deficiencies
- Computer software programs that work on fluency in basic skills (when appropriate)

### Mandatory Remediation/Retention

- ~~Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency [Florida Statute §1008.25(5)(a)].~~
- ~~The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied [Florida Statute §1008.25(5)(a)].~~

- ~~If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Grade 3 FCAT 2.0 Reading SSS, the student must be retained [Florida Statute §1008.25(5)(b)].~~

Students in grades 1-5 who are identified as being considerably or substantially below grade level (kindergarten through grade 2) or Level 1 or Level 2 (grades 3-5) as indicated on the *Student Performance Level Charts* on pages E/~~21-26~~ in reading, writing, mathematics and/or science (once proficiency levels are set) must receive remediation and may be retained [Florida Statute §1008.25(4) (c)]. However, students whose test scores and classroom performance indicate that they are almost at grade level may be promoted with close monitoring or promoted with a PMP.

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

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

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

### Retention

[Florida Statute §1008.25(6) (b)]

Students in grade 3 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 three FCAT 2.0 Reading may be promoted to grade four if designated good cause criteria is met (see page E/~~35-E/36~~) for description of Good Cause criteria).

### Criteria for Exemptions from Retention Grades Other Than Third Grade

Students who score consistently below grade level on state/district assessments should either be retained or considered for retention according to the Student Performance Level Charts on pages E/~~21-E/26~~. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students.

### Allocation of Resources

[Florida Statute §1008.25 (2) (b) & (3) (b)]

District school boards shall allocate remedial and supplemental instruction resources to students in the following priority:

- (a) Students who are deficient in reading by the end of grade 3 (includes those retained and promoted for meeting good cause criteria).



(b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in paragraph (2)(b) of Florida Statute § 1008.25 which states that each district school board shall establish a comprehensive program for student progression which must include specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style. School personnel must use all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

### Retention for English Language Learners

The Department of Multicultural Education has prepared grade-specific worksheets to assist elementary schools in determining if the academic difficulties of ELLs are the result of language acquisition or academic deficiency. Each sheet is designed to reflect individual progress on the grade appropriate Student Progression chart. The grade specific English Language Learners (~~ELLs~~) Pre-retention Meeting Reports may be found on the District Website, PBSB 2182-2187, located at <http://www.palmbeachschools.org/Forms/Index.asp>. The completed report must be brought to an ELL Committee meeting for each student being considered for retention.

### Students Retained for Reading in Third Grade

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

PMPs for all students who did not score above Level 1 on the grade 3 FCAT 2.0 Reading NGSSS and who did not meet the criteria for one of the good cause exemptions must be reviewed to address additional supports and services needed to remediate the identified areas of statutory reading deficiency. In addition, a student portfolio, established according to Florida statutory guidelines, must be completed for each such student [Florida Statute §1008.25(7) (b) 1].

Third grade students retained for reading must be provided intensive instructional services and supports to remediate the identified areas of reading deficiency. This includes a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction, an additional 30 minutes of daily intensive immediate intervention *and* other strategies which may include, but are not limited to [Florida Statute §1008.25(7) (b) 2]:

- small group instruction

- reduced teacher-student ratios
- more frequent progress monitoring
- tutoring or mentoring
- transition classes containing 3rd and 4th grade students
- extended school day, week, or year; and/or
- Summer Reading Academy

Written notification must be given to the parent(s)/guardian(s) of any third grade student retained for reading stating that his or her child has not met the proficiency level required for promotion and ~~the~~ reasons the child is not eligible for a good cause exemption. The notification must comply with the provisions of Florida Statute §1002.20(14) (Student Report Cards) and §1003.33(2) and must include a description of proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency [Florida Statute §1008.25(7) (b) 3].

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

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

- reading enhancement and acceleration strategies
- at least one of the following instructional options:
  - supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school [Florida Statute §1008.25(7)(b)6.a];
  - a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading [Florida Statute §1008.25(7) (b) 6.b]; or
  - a mentor or tutor with specialized reading training [Florida Statute §1008.25(7) (b) 6.c].

#### READ Initiative

[Florida Statute §1008.25(7) (b) 7]

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

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

The READ Initiative shall:

- Be provided to all K-3 students at risk of retention. (assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension) [Florida Statute §1008.25(7) (b) 7.a]

- Be provided during regular school hours *in addition* to the regular reading instruction. [Florida Statute §1008.25(7) (b) 7.b]
- **Be Provided provided** a state-identified reading curriculum that has been reviewed by the *Florida Center for Reading Research* (FCRR) at Florida State University and meets, at a minimum, the following specifications [Florida Statute §1008.25(7)(b)7.c]:
  - Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level [Florida Statute §1008.25(7) (b) 7.c. (I)]
  - Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension [Florida Statute §1008.25(7) (b) 7.c. (II)]
  - Provides scientifically based and reliable assessment [Florida Statute §1008.25(7) (b) 7.c. (III)]
  - Provides initial and ongoing analysis of each student's reading progress [Florida Statute §1008.25(7) (b) 7.c. (IV)]
  - Is implemented during regular school hours [Florida Statute §1008.25 (7) (b) 7.c. (V)]
  - Provides a curriculum in core academic subjects (reading, mathematics, science, and social studies) to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects [Florida Statute §1008.25(7)(b)7.c.(VI)]

#### Intensive Acceleration Class (IAC)

[Florida Statute §1008.25(7) (b) 8]

Where applicable, each school must establish an Intensive Acceleration Class (IAC) for retained grade 3 students who subsequently score at Level 1 on FCAT 2.0 Reading NGSSS. The focus of the IAC shall be to increase a child's reading level at least two grade levels in one school year [Florida Statute §1008.25(7) (b) 8].

The IAC shall:

- be provided to any student in grade 3 who scores at Level 1 FCAT 2.0 Reading NGSSS and who was retained in grade 3 the prior year because of scoring at Level 1 on FCAT Reading NGSSS [Florida Statute §1008.25(7)(b)8.a]
- **have be given** a reduced teacher-student ratio [Florida Statute §1008.25(7) (b) 8.b] defined as having a smaller class size than the average class size in the school of those comparable “traditional” third-grade classrooms
- **be provided** 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* in other core subject areas [Florida Statute §1008.25(7)(b)8.c]
- **be used** as a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year [Florida Statute §1008.25(7) (b) 8.d]

- be provided intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist [Florida Statute §1008.25(7) (b) 8.e]
- be included weekly progress monitoring measures to ensure progress is being made [Florida Statute §1008.25(7) (b) 8.f]
- be reported to the Florida Department of Education, in the manner described by the Department, the progress of students in the class at the end of the first semester [Florida Statute §1008.25(7) (b) 8.g]

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

### Transitional Instructional Setting

The Intensive Acceleration Class refers to what is being provided to the student. The transitional instructional setting refers to where instruction is provided to the student. Any student who has been retained in grade 3 for reading and who has received intensive instructional services but is still not ready for grade promotion, will be provided the option of being placed in a transitional instructional setting called a 3.5 class. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards, while continuing to remediate the areas of reading deficiency [Florida Statute §1008.25(7)(b)10].

Retained 3<sup>rd</sup> grade students will receive additional reading instruction in the Supplemental Academic Instruction (SAI) program. The School District of Palm Beach County Supplemental Academic Instruction Elementary School Plan includes within its program description of quality implementation that:

- The SAI teacher must be highly qualified.
- Students will receive 30-60 minutes of supplemental/additional instruction in reading.
- The teacher/pupil ratio during the SAI time block must not exceed 7 students per teacher, depending on the type of assistance being offered and the discrepancy between actual grade level and functional grade level.
- SAI students will be prioritized according to the following:
  - Retained third graders and students promoted to 4<sup>th</sup> grade based on Good Cause criteria
  - Third grade students with reading deficiencies
  - Second grade students with reading deficiencies
  - Instructional materials should include a comprehensive research-based intervention strategies which best meets 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 FROM RETENTION

The School Board may exempt a student from retention for good cause [Florida Statute §1008.25(6) (b) &(c)]; (State Board of Education Rule 6A-1.094221). The procedures for determining eligibility and obtaining approval for an exemption from retention for good cause are presented on the following pages in two parts: exemption from mandatory retention at grade three and other exemptions.

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

Good cause exemption criteria are classified into four specific categories: English Language Learners (ELLs), students with disabilities, previous retentions and academic performance. Within these four categories, the six good cause exemptions are limited to the following:

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

**Exemption 2:** Students with disabilities who's whose Individual Education Plan (IEP) indicates that participation in the FCAT 2.0 is not appropriate, consistent with the State Board of Education Rule.

**Exemption 3:** Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. The cutoff Cutoff scores is are: 45<sup>th</sup> percentile or above on the FCAT Reading NRT (SAT-10 (State Board of Education Rule 6A-1.0994221 (1) (a)) or 51<sup>st</sup> percentile or above on the alternate NRT (SAT-9).

**Exemption 4:** Students who demonstrate, through a student teacher-developed portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0.

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 2.0 Reading have been met. Evidence is to include multiple choice items and passages that are approximately sixty percent literary text and forty percent information text, and that are between 100-700 words with an average of 500 350 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Next Generation Sunshine State Standards 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 five (5) examples of mastery as demonstrated by a grade-score of 70% of "C" or

above, ~~and~~

- ~~(e)~~ Be signed by the teacher and the principal as an accurate assessment of the required reading skills (6A.1094221(3)(a-e)).

The School District of Palm Beach County has opted to utilize the state developed portfolio in order to ensure consistency throughout the District.

**Exemption 5:** Students with disabilities who participate in the FCAT 2.0 who have an IEP or a 504 Plan that reflects that the student still demonstrates a deficiency in reading, was previously retained one year (K-3), and evidence of more than two years of intensive reading remediation.

**Exemption 6:** Students who have received intensive reading remediation for two or more years but still demonstrate a deficiency in reading and who were previously retained two years (K-3). Intensive reading instruction for these students promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The School Board will assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers [Florida Statute §1008.25(6)(b)].

#### Third Grade Good Cause Exemption Documentation

The classroom teacher must provide the principal with documentation that the student should be promoted based on one of the good cause exemption criteria listed above. This documentation should consist only of the existing IEP, 504 Accommodation plan and/or 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).

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

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

Students retained in third grade may be promoted to the next grade any time during the retention year [Florida Statute §1008.25(5)(c)7] if it is clearly documented that “he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4” [Florida Statute §1008.25(7)(b)4]. Such promotion should occur based on successful completion of portfolio elements that meet state criteria or based on satisfactory performance on a locally selected standardized assessment. Students promoted during the school year after November 1 must demonstrate proficiency above that which is required to score at level 2 on the grade 3 FCAT 2.0, as determined by the State Board of Education. The standards outlined by the State Board of Education require documentation that the student's progress is sufficient to master appropriate 4th grade level reading skills (State Board of Education Rule 6A-1.094222(2)(a) and (b)).

~~The student retained for reading must:~~

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

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

- be selected by the student’s teacher;
- be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom;
- include evidence of mastery of the benchmarks assessed by the grade 3 FCAT 2.0 Reading NGSSS;
- include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 FCAT 2.0 Reading SSS. This includes passages fifty percent literary text and fifty percent informational text that have between 100-900 words with an average of 500 ~~375~~ words with multiple-choice, ~~short-, and extended-response~~ items. For each benchmark, there must be *two* examples of mastery as demonstrated by a score of seventy percent ~~grade of “C”~~ or better
- be signed by the teacher and the principal as an accurate assessment of the required reading skills

The School District of Palm Beach County 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 fourth grade (State Board of Education Rule 6A-1.094222(4)).

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

## CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS IN GRADES

English Language Learners (ELL) (State Board of Education Rules 6A-6.0902, 6A-6.093, and 6A-1.09432(6)) School District Palm Beach County Plan for Services to English Language Learners (ELL) that can be found at <http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.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, ~~or~~ demonstration of grade level content knowledge in English or on a score on any single assessment instrument.

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

The Department of Multicultural Education has prepared grade-specific worksheets to assist elementary schools in determining if the academic difficulties of ELL 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) Pre-retention Meeting Reports (PBSDs 2182-2187) are located on the District Website, [www.palmbeachschools.org/Forms/Index.asp](http://www.palmbeachschools.org/Forms/Index.asp). The completed report must be brought to an ELLs Committee meeting for each student who is being considered for retention. An ELLs 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. ELL students may be retained if the ELL Committee determines that the students have not progressed satisfactorily according to their ELL plans.

Students with an Active Section 504 Plan (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 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 or guardian of a student with an active Section 504



Accommodation Plan must be notified of any proposed changes to the 504 Plan. In addition, a parent or guardian must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an active Section 504 Accommodation Plan must meet the School District's levels of performance. Parent(s)/guardian(s) must be notified if a student with a 504 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.

### ESE Students

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

~~▶ The IEP for each child with a disability to include:~~

~~▶ A statement of measurable annual goals, including academic and functional goals, designed to—~~

~~▶ Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.~~

~~A student who is enrolled in 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*, even with appropriate and allowable class work modifications.~~

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

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

~~Students 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 agreement of the IEP Team) determine that the promotion requirements have been satisfied.~~

~~Other factors that may be considered are:~~

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

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 are the students with:

- 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

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 [Florida Statute §1008.25(1)]. With respect to ESE students, the School Board and School District 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, designed to –
- Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

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.” 20 U.S.C. § 1412(a)(1)(A); 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. 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)]. ~~Florida Statute.~~

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 § ~~Section~~ 1008.25(6)(b)(2) ]. ~~Florida Statute.~~

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 [Florida Statute § ~~Section~~ 1008.25(6)]. ~~Florida Statute.~~

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:

- A student’s demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving the NSSS, 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.

The 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 ~~should~~ 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

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

A student with three retentions (K-8) may be assigned to the next grade if it has been determined that the student's academic progress can only occur as a result of promotion to a program that provides alternative methods of instruction. These alternative methods must be significantly different from that which has been available to the student, and this program will be provided to the student.

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

## REMEDIATION PROGRAMS

### Program Description

Each student must participate in the statewide assessment tests required by Florida Statute §1008.22. Each student who does not meet specific levels of performance as determined by the District in FCAT 2.0 reading, writing, science and mathematics for each grade level, or who scores below Level 3 in FCAT 2.0 reading or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. [Florida Statute §1008.25(4)]

The daily instruction for the student will be modified based on both the diagnosis and the contents of the PMP (See PMP Process E/27) or other educational plan(s) (e.g., IEP, English Language Learners (ELLs) Plan). Remediation must include an instructional program that is not identical to that provided during the previous school year.

## SUMMER SCHOOL (School Board Policy 2.37)

### Summer Reading Academy

[Florida Statute §1008.25 (5)(b) & (7)(a)]

The purpose of the Third Grade Summer Reading Academy is to address those students who score Level 1 on the statewide assessment test in reading for grade 3, by providing them with extended intensive interventions. These intensive interventions 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 School District of Palm Beach County students.

Please refer to the Post School Procedures and/or the current Summer School Implementation Manual, under Summer School/Extended School Year for options (See the following at

<http://www.palmbeachschools.org/safeschools/SummerSchool.asp>).

## ~~EXTENDED SCHOOL YEAR (ESY)~~

### ~~English Language Learners (ELLs)~~

~~Extended School Year (ESY) may be offered as per School Board Policy 2.37 to ELLs of beginning and intermediate proficiency with the purpose of continuing oral language development. If offered ESY for ELLs includes content area instruction that promotes the use of spoken English in a non-threatening environment. In order for an ELL to be eligible for ESY, it must be documented on his/her ELL plan that additional oral language development is needed.~~

### Extended School Year (ESY) for Students with Disabilities

#### Exceptional Student Education (ESE)-Eligible Students (State Board of Education Rule 6A-6.03028(3) (g) (11))

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.

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 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 student who fails a general education course may attend a scheduled general education summer school.

All students in grades PreK– 5 who are currently receiving ESE services pursuant to an IEP must be considered for ESY, such as:

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

## REPORTING STUDENT PROGRESS

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

- the student's academic performance in each class or course in grades ~~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)].

The full-time virtual school student's grades are maintained and updated in the parent and student learning management system. The parent contract requires parents 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(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS

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

- All notifications to parent(s)/guardian(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.
- School personnel will notify parent(s)/guardian(s) in writing of Student Progression requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form [Florida Statute §1008.25]. The requirements are also included on the district website within the posted Student Progression Plan.
- The parent(s)/guardian(s) of a student who is not making adequate progress will be notified in writing each marking period on the student's report card in the comments section.
- The parent(s)/guardian(s) of any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading must receive, in writing (e.g., PMP, IEP, English Language Learner Plan, mandatory retention letter), information about their child's progress including the following: [Florida Statute §1008.25(5)(c)]
- Notification that his/her child has been identified as having a substantial deficiency in reading
  - A description of the current services that are provided to the child

- A description of the proposed supplemental instructional services and supports ~~sup-ports~~ that will be provided to the child that are designed to remediate the identified area of reading deficiency
- Notification that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless exempted from mandatory retention for good cause
- Strategies for parents to use in helping their child succeed in reading proficiency
- That FCAT 2.0 is not the sole determiner of promotion
- The district's criteria for during-the-year promotion

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

#### FREQUENCY OF GRADE REPORTS

[Florida Statute §1003.33 (1)]

All students in grades K-5 will receive a School District of Palm Beach County Elementary School Report Card at the end of each marking period. \*All students in grades K-1, and students in grades 2-5 at schools that are participating in the standards-based elementary report card pilot program, will receive PBSD 2478 (that can be located at: <http://www.palmbeachschools.org/Forms/search.asp?rbFilter=Active&rbSearch=Number&lookforNumber=2478&lookforName=0&lookforDept=0&lookforKeyword=&submit=Search>). Students in grades 2-5 in schools that are not participating in the standards-based elementary report card pilot program will receive PBSC 0768 (that can be located at: <http://www.palmbeachschools.org/Forms/Documents/0768.pdf>). These documents are available in at least three languages.

\*Except those students receiving PBSD 1433 Exceptional Student Education (ESE) Standards Report Card.

Parent(s)/guardian(s) of students with disabilities enrolled in ESE must also be informed of their child's progress toward his or her annual IEP goals at least as often as their non-disabled peers receive progress reports during each marking period. A statement specifying the method and frequency in which an ESE student with disabilities progress is reported is included in the student's IEP. They may elect the option of PBSD 1433 Exceptional Student Education (ESE) Standards Report Card.

#### MID-MARKING PERIOD PROGRESS REPORTS

During the middle week of each marking period, teachers must provide a written progress report listing the area(s) requiring improvement for each student who has been identified as performing below grade level in reading, writing and/or mathematics. Teachers may provide a written progress report for any student experiencing difficulty even though the student had been identified as meeting grade level standards. All students in grades K-1, and students in grades 2-5 who attend schools that are participating in the standards-based elementary report card pilot

program, will receive mid-marking period progress report PBSB 2470 (that can be located at: <http://www.palmbeachschools.org/Forms/Documents/2470.pdf> ). Students in grades 2-5 in schools that are not participating in the standards-based elementary report card pilot program will receive mid-marking period progress report PBSC 0927 (that can be located at: <http://www.palmbeachschools.org/Forms/Documents/0927.pdf> ). These mid-marking period progress report documents are available in at least three languages.

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

## GENERAL RULES OF MARKING

A District-wide, standards-based K-5 reporting system has been developed for implementation in all elementary schools to address expected levels of performance for students by grade level \*All students in grades K-1, and students in grades 2-5 in schools that are participating in the standards-based elementary report card pilot program, will receive PBSB 2478. Students in grades 2-5 in schools that are not participating in the standards-based elementary report card pilot program will receive PBSC 0768. This report card will be used to notify parents/guardians about their child's progress toward meeting grade-level standards.

### **For students who are receiving PBSB 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, and Common Core State Standards.
2. Quality of work will be assessed by multiple measures that include, but are not limited to:
  - assessments (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations)
  - alternative methods (portfolios and performance assessments)
  - 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 and/or Course Change Documentation Form (PBSB 0797), which can be found on the District Website at: [www.palmbeachschools.org/Forms/Index.asp](http://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 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 [and the CTA collective bargaining agreement pages 17-18.](#)

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 parents on the report card. ~~They are evaluated independently and are reported to parents in the "Conduct and Behavior" section of the PBSD 0768 report card. Policy 8.16).~~
7. ESE students with disabilities ~~must~~ should have the opportunity to earn marking codes that are equivalent to the marking codes earned by general education students. No student may ~~should~~ 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. ELL students are expected to be taught at age appropriate levels with full access to grade/content level standards and equal rigor as non-ELL students, using appropriate 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. No ELL student should be denied the opportunity to earn above-average marking codes because of their lack of English proficiency.

#### Description and Definition of Report Card Marks on PBSD 0768

##### Performance Level

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

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

~~(School District of Palm Beach County Elementary Report Card, PBSD 0768)~~

##### Marking Codes on 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.

Mark of A: Outstanding work in the performance level at which the student is working

Indicates the quality of work in the subject or area as reflected on assessments is outstanding.

Mark of B: Very Satisfactory work in the performance level at which the student is working

Indicates the quality of work in the subject or area as reflected on assessments is very satisfactory.

Mark of C: Satisfactory work in the performance level at which the student is working

Indicates the quality of work in the subject or area as reflected on assessments is satisfactory.

Mark of D: Needs Improvement of the work in the performance level at which the student is working

Indicates the quality of work in the subject or area as reflected on assessments needs improvement.

Mark of F: At Risk

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

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”). 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

#### Standards Code on PBSB 0768

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

X = Student meeting standards

O = Not assessed this marking period

# = Needs improvement

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

**For Students Receiving PBSB 2478: All students in grades K-1 and students in elementary schools piloting the approved report card (PBSB 2478) 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]. This statement applies to information relating to PBS D 2478.

1. Standard and performance codes are based on the quality of student performance relative to the Next Generation Sunshine State Standards and/or the Common Core State Standards.

2. Quality of work will be assessed by multiple measures that include, but are not limited to:

- assessments (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations)
- alternative methods (portfolios and performance assessments)
- 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 and/or Course Change Documentation Form (PBS D 0797), which can be found on the District Website at: [www.palmbeachschools.org/Forms/Index.asp](http://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 may a principal 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 and the CTA collective bargaining agreement pages 17-18.

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 parents on the report card.

7. ESE students with disabilities and 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. ELL students are expected to be taught at age appropriate levels with full access to grade/content level standards and equal rigor as non-ELL students, using appropriate 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. No ELL student should be denied the opportunity to earn above-average marking codes because of their lack of English proficiency.

### **Standard Codes on PBSD 2478**

The Standard Codes indicate student performance in relation to the standards listed in the Next Generation Sunshine State Standards and/or the Common Core State Standards.

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

### **Performance Codes on PBSD 2478**

On the report card, the performance code will indicate a child's overall performance on the standards/Big Ideas taught during that trimester. The codes are as follows:

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.

### **For All Report Cards:**

#### Reporting Student Conduct and Behavior

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

#### 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; School Board Policy 5.0901(2)).

#### Fine Arts/ Physical Education

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 grade 5 and for students in grade 6 who are enrolled in a school that contains one or more elementary grades so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day ([See 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.

## DISTRICT/STATE ASSESSMENT PROGRAM

All eligible elementary students in grades three and above **must** participate in all regular state and district assessments for accountability purposes except as prescribed by the Commissioner of Education [or waived pursuant to Florida law](#) [Florida Statute §1008.22 (3)(c) 8] (State Board of Education Rule 6A-1.09422).

(See Student Performance Levels for Reading, Writing, Mathematics and Science for a listing of assessments.)

### Accommodations for District/State Assessments for Special Program Students

English Language Learners (ELLs) (School District Palm Beach County Plan for Services to English Language Learner (ELL) located at:  
<http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.asp>

All English Language Learners are required to take all required State and District achievement and norm-referenced tests, unless they have an IEP that which indicates otherwise. ([School District Palm Beach County Plan for Services to English Language Learner \(ELL\)](#)). ~~(as defined in State Board of Education Rule 6A-6.0905) 6~~, However, all active (LY) English Language Learners are eligible to receive appropriate accommodations during testing. Permissible accommodations may include: flexible setting, flexible scheduling, flexible timing, and assistance with directions in the heritage language. English Language Learners must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to English Language Learners in an instructional setting. When a student is in both the ESOL and ESE programs, all appropriate accommodations listed on the IEP, as well as the English Language Learner Plan must be offered. Parents/guardians are to be notified in writing of all accommodations that are being offered to their child. A copy of this document is maintained in the ELL folder. (State Board of Education Rule 6A-6.09091)

### Statewide Assessment for Students with Disabilities

State Board of Education Rule 6A-1.0943; [6A-1.09422 \(11\)](#)

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.

Statewide Assessment Accommodations for Students with Disabilities [Florida Statute §1003.01(3)(a)] (State Board of Education Rules 6A-1.0943 and 6A-6.0331)

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 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 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))

Participation in the Statewide Alternate Assessment (State Board of Education Rules 6A-1.09401 and 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, pursuant to Rule 6A-1.09401 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, pursuant to Rule 6A-1.09401, for all academic areas; and
- The student requires direct instruction in academics based on access points pursuant to Rule 6A-1.09401 in order to acquire, generalize, and transfer skills across settings.

### Special Exemption (State Board of Education Rule 6A-1.0943(5))

Upon approval of the Commissioner, a student with a disability, is eligible for consideration of a special exemption from participation in statewide assessments, including the alternate assessment, under extraordinary circumstances.

Extraordinary circumstances are:

- events or conditions that prevent the student from physically demonstrating the mastery of skills that have been acquired and are measured by statewide assessments. (Note, a learning, emotional, behavioral, or significant cognitive disability or the receipt of services through the homebound or hospitalized program does not, in and of itself, constitute an extraordinary circumstance).
- physical conditions that affect a student's ability to communicate in modes deemed acceptable for statewide assessments, creating a situation where the results of administration of a statewide assessment would reflect a student's impaired sensory, manual, or speaking skills rather than the student's achievement.

A request for consideration of this special exemption must be submitted to the Commissioner in writing from the district school superintendent no later than thirty (30) school days prior to the assessment administration window. The Commissioner shall determine whether the exemption will be granted based upon the documentation provided by the district school superintendent. A request for the determination of a special exemption must be submitted annually and approved by the Commissioner.

Attached documentation shall include:

- Written description of the student's disabling condition, including a specific description of the student's impaired sensory, manual or speaking skills and the extraordinary circumstances for the exemption request
- Written documentation of the most recent evaluation data
- Written description of the disability's effect on the student's achievement
- Written evidence that the student has had the opportunity to learn the skills being tested
- Written evidence that the manifestation of the student's disability prohibits the student from responding to the statewide assessment, even when appropriate accommodations are provided so that the result of the testing reflects the student's impaired sensory, manual, or speaking skills rather than the student's achievement

### **~~ANNUAL REPORT~~**

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

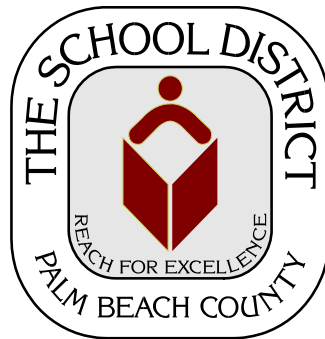
- ~~The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion [Florida Statute §1008.25(8)(b)1].~~
- ~~By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT 2.0 [Florida Statute §1008.25(8)(b)2].~~
- ~~By grade, the number and percentage of all students retained in grades 3 through 10 [Florida Statute §1008.25(8)(b)3].~~
- ~~Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b) [Florida Statute §1008.25(8)(b)4].~~
- ~~Any revisions to the district school board's policy on student retention and promotion from the prior year [Florida Statute §1008.25(8)(b)5].~~



# 2012-2013 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

Entry, Promotion, and Retention  
for  
Grades 6 – 8

Effective August 2012



**Mr. E. Wayne Gent, Superintendent of Schools**  
**Dr. Janis Andrews, Judith Klinek Ann-Killets, Chief Learning**  
**Academic Officer**  
**Mr. Keith Oswald, Dr. Janis Andrews, Dr. Constance Tuman-Rugg,**  
**Assistant Superintendent**  
**Division of Secondary Curriculum and Learning Support**  
**(561) 434-87148255357.1113**

## STUDENT PROGRESSION PLAN

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 towards graduation. 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) and (2)].

This Plan includes:

- Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
- Specific levels of performance in reading, writing, science, and mathematics for each grade level. This includes the levels of performance below which a student must receive remediation or be retained in an intensive program.
- 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:

- The process for parents 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 parents and students to contact the principal regarding student eligibility and participation requirements for these options, including virtual instruction in higher grade level subjects.
- Advising parents and student 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, thereby for all students. To achieve accountability, the School District is committed to the implementation of a Response to Intervention (RtI) framework to integrate/align supports to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality intervention/instruction matched to student needs and use considering learning rate and level of acceleration, retention and remediation. RtI is a data-based decision making process applied to education. A problem-solving method and the systemic use of assessment data, at the District, school, grade, class, and individual level will guide decisions

about the allocation of resources and intensity of interventions/instruction needed to improve learning and/or behavior (State Board of Education Rule 6A-6.03018; 34 C.F.R. § 300.2 et. seq.)

The Plan incorporates herein Next Generation Sunshine State Standards (NGSSS), Common Core Standards, and ACCEL options that provide academically challenging coursework or accelerated instruction to students in Kindergarten through grade 12 ([Florida Statute § 1001.03, 1003.42 & 1002.3105] and State Board of Education Rule 6A-1.09401(2)(3)).

District 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 and reports and providing leadership for instruction that meets the needs of all students [Florida Statute §1001.54 and 1012.28].

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

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## General Requirements

### ENTRY REQUIREMENTS

#### INITIAL REQUIREMENTS

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

- a valid birth certificate or other documentation of birth [Florida Statute §1003.21]
- if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder

#### **Florida Statute §1003.21(4)**

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

- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
- (c) An insurance policy on the child's life that has been in force for at least 2 years;
- (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- (e) A passport or certificate of arrival in the United States showing the age of the child;
- (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
- (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the district school board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.<sup>1</sup>

<sup>1</sup>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."

- certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22]; (State Board of Education Rule 6A-6.024; School Board Policy 5.06(A)(2)) (Recommended form: DH 3040, that is incorporated here by reference as part of this plan – See Health Requirements) (See footnote 1 above relating to a temporary exemption).
- proof of residence – For a student assigned to a school based on the student’s residence under School Board Policy 5.01(1)(b), parent(s)/guardian(s) must provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation as required by School Board Policies 5.01 and 5.011(5) such as a lease, mortgage or utility bill. See acceptable documents as well as exceptions to providing proof of residence within 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 Form (PBSD 1866) shall be completed by the parent.** Additionally, schools must meet the language needs of parents at all relevant stages of the registration process in a timely manner to ensure meaningful access to their students' educational opportunities.
- a Florida Certificate of Immunization submitted on the Department of Health Form (DH680) [Florida Statute §1003.22] – Students will not be admitted into class without proof of immunization unless there is a lawful exemption. (See footnote 1 above relating to a temporary exemption and School Board Policy 5.74 and [Fla. Admin. Code 64D-3.046(3)].

Students who are without a fixed, regular and adequate nighttime residence are considered as children and youths who are experiencing homelessness ([Florida Statute § 1003.01(12)] and State Board of Education Rule 6A-6.03411(1)(s). According Pursuant to the McKinney-Vento Homeless Education Assistance Act of 2001 McKinney-Vento Act, (Section 725) 42 U.S.C.A. § ~~Section~~ 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 immunization, transportation, and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 school days of enrollment. See School Board Policy 5.74 [Florida Statute §1003.21(1)(f)] entitled “Students Experiencing Homelessness” as to the procedures relating to the enrollment of these students.

When a student is not living with a biological or adoptive parent, a person acting as parent must complete the Person Acting as Parent form “PBSD 1543”. See School Board Policy 5.011(8) for guidelines regarding the use of this form.

A School District of Palm Beach County *New and Returning Student Registration* form (PBSD 0636 found at <http://www.palmbeachschools.org/Forms/Documents/0636.pdf> ) must be completed by the parent(s)/guardian(s), signed and returned to school at the beginning of each school year or when the student enters the Palm Beach County School District. This form is translated into Spanish, Haitian Creole, and Portuguese. If parents need additional language assistance, contact the Department of Multicultural Education. School personnel are strictly prohibited from requesting and/or requiring documentation of the immigration status of students and families. It is the



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

## HEALTH REQUIREMENTS

### Physical Examination

All 7<sup>th</sup> 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 a-valid health examination documented on State of Florida School Health Entry Exam DH 3040 performed within one (1) year prior to enrollment (State Board of Education Rule 6A-1.0985).

STUDENTS	PHYSICAL EXAMINATION
All Palm Beach County	School Health Entry Exam on form **DH 3040 required for Pre-K, Kindergarten and Grade 7.
<u>All</u> transfers within Palm Beach County 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 <u>Pre-K, at least</u> Kindergarten and Grade 7 documentation.
<u>All</u> transfers 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 DH Form 3040** <u>and have the physician’s signature and office stamp.</u></p> <p>Physicals must have been performed within one year of enrollment unless exempt based on a written request for religious reasons.</p>

\*\*DH Form 3040 – State of Florida Health Examination Form

### Immunization

All 7<sup>th</sup> 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 to present, at the time of entry, a valid Florida Certificate of Immunization – (DH 680). Students will not be admitted into class without proof of immunization absent a lawful exemption (State Board of Education Rule 6A-1.0985) (Fla. Admin. Code 64D-3.046) and have the physician’s signature and office stamp.~~The Florida Certification of Immunization (DH 680) includes temporary and permanent medical exemption sections based on medical reasons. If a hardship exists for parents transferring students, according to statute, it is permissible to allow 30 school days for the transfer of records ([Florida Statute § 1003.22] and School Board Policy 5.06).~~

The Florida Certification of Immunization (DH 680) is available from either private physicians or the Palm Beach County Health Department. 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 exempted from and the valid clinical reason for exemption [Florida Statute § 1003.22(c)].

The Certificate of Religious Exemption, (DH 681) is available only through the Palm Beach County Health Department. Only an original DH 681, generated by Florida Shots program for the Health Department, will be accepted at school sites.

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 enrolled and receive a 30 day exemption.~~ Follow-up with these students should be coordinated through Homeless Education Assistance Resource Team (H.E.A.R.T) in Student Intervention Services.

- ~~• A Certificate of Religious Exemption, (DH 681) is available only through the Palm Beach County Health Department. It is not available from private physicians.~~

Required immunizations and dosages for middle school students are as below:

**Immunization Requirements for Entry into Grades 6 through 8**

**~~2010-2011~~ 2012-13 School Year**

**(Florida Department of Health Bureau of Immunization**

**[http://www.doh.state.fl.us/disease\\_ctrl/immune/index.html](http://www.doh.state.fl.us/disease_ctrl/immune/index.html)**

Grades	6	7	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	X

Required Documentation is:

Documentation of Complete Immunization.....DH Form 680, Part A-1

Documentation of Temporary Medical Exemption...DH Form 680, Part B

Documentation of Permanent Medical Exemption...DH Form 680, Part C

**PLACEMENT OF TRANSFER STUDENTS**

[Florida Statute §§1003.25 and 1003.413 (3)(a)] (State Board of Education Rule 6A-1.09942)

## General Transfer Information

A student who transfers to a Palm Beach County public school must submit an official transcript. This will be accepted at face value subject to validation. If required by the receiving school's accreditation. **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. (School Board Policy 8.14 (12)).

## Validation Process (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

(State Board of Education Rule 6A-1.09942)

If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- Portfolio evaluation by the superintendent or designee;
- Demonstrated performance in courses taken at other public or private accredited schools;
- Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- Demonstrated proficiencies on the FCAT **2.0**; or
- 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)/guardian(s) may appeal the placement decision to the superintendent or designee within fourteen (14) calendar days of the principal's decision.

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0900-6.09091 and School District of Palm Beach County Plan for Services to English Language Learner (ELLs) found at: <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>

ELL Students are identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2).

The **ESOL** coordinator/contact person and the school counselor/administrator review the ELL's educational background 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 ELL Programmatic Assessment and Academic Placement Review Form (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.

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 sixth through eighth grade. (District ESOL Procedures Manual [Section 5-4](#)) The manual is located at: <http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.asp> .

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. [Parents have the right to choose the ESOL Instructional Model \(sheltered, support, dual language\) in which their child is served. State Board of Education Rule 6A-6.0902 \(3\)\(d\).](#)

ELLs are scheduled into classes that fulfill graduation requirements and the District's Student Progression Plan. ELLs are also placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was completed.

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

~~[Students With An Active Active Section 504 Accommodation Plan \(Active Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104\)](#)~~

~~A Active Section 504 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 learning, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Active Section 504 eligibility.~~

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

~~[Active Section 504 Eligibility Active Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104\)](#)~~

## ESE Students

(State Board of Education Rules 6A-6.03028; 6A-6.030191; 6A-6.0331; 6A-6.0361; School Board Policy 5.725 “Exceptional Student Education Policies and Procedures (SP & P)”)

Individual educational plans (IEPs) ~~or educational plans (EPs)~~ for students who transfer school districts within Florida:

If an exceptional education student who had an IEP ~~or EP~~ that was in effect in a previous Florida school district transfers to the school district and enrolls in a new school, the school district (in consultation with the parents) will provide a free appropriate public education (FAPE) to the student, which includes services comparable to those described in the child’s IEP ~~or EP~~ from the previous Florida school district, until the school district does either of the following:

- Adopts the child’s IEP ~~or EP~~ from the previous school district.

Develops, adopts, and implements a new IEP ~~or EP~~ that meets the applicable requirements of State Board of Education Rules 6A-6.03028 or 6A-6.030191, F.A.C.

IEPs or EPs for students who transfer from outside Florida:

If an exceptional education student who had an IEP ~~or EP~~ that was in effect in a previous school district in another state transfers to the school district and enrolls in a new school within the same school year, the school district (in consultation with the parents) will provide the child with FAPE (including services comparable to those described in the child’s IEP ~~or EP~~ from the previous school district), until the school district does both of the following:

- Conducts an initial evaluation in accordance with State Board of Education Rule 6A-6.0331, F.A.C. (if determined to be necessary by the school district)
- 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-6.0361, F.A.C.

### Students with an Active Section 504 Accommodation Plan

A student is eligible for accommodations under Section 504 of the Rehabilitation Act of 1973 (Section 504) if the student is determined to have a physical or mental impairment that substantially limits one or more major life activities of such student.

In addition, a student with either a record of impairment, or who is regarded as having an 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 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 an 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.

An episodic or in remission impairment is a disability if it would substantially limit a major life activity when active. An 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.

A transferring student with an active Section 504 Accommodation plan is a student who was previously enrolled in any other school or agency with a 504 plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an 504 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**

Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. [Florida Statute §1003.24] (School Board Policy 5.09 (1)) 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 [Florida Statute §1003.21] and (School Board Policy 5.0901).

The District and/or school student and family handbook outlines the attendance procedures for that school. All school procedures conform to the following district-wide procedures (~~School Board Policy 8.01~~):

### Absences

#### Excused Absences

~~An~~ Excused Absences (P-5.09) include the following:

- Student illness
- Medical appointment
- Death in the family
- Observance of a religious holiday or service that is recognized as such by all members of the faith. Prior to the absence the parent must provide a written request and the student must be provided the opportunity to make up missed work without adverse effects (See <http://www.palmbeachschools.org/policies/>; School Board Policy 5.095(3)).
- Subpoena by a law enforcement agency or mandatory court appearance
- Other individual student absences beyond the control of the parent/guardian or student, as determined and approved by the principal or the principal's designee (School Board Policy 5.09 (3)(a)(vi)).

### Important Points

- Parent(s)/Guardia(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 (School Board Policy 8.01).
- It is the responsibility of the student to make up work missed because of absences.
- Students are given one day for each excused absence to complete makeup work unless unusual circumstances indicate an extension.
- For an extension to be granted, tThe principal or designee must approve any extension.

#### Unexcused Absences Definition:

~Any absence that does not fall into one of the above excused absence categories (School Board Policy 5.09).

- Each school in the District must determine if an absence or tardiness is excused or unexcused according to the criteria established by the Board within this Policy (School Board Policy 5.09(3)(b)).

~~Students are required to keep up with their work, but they will not receive credit for completed work.~~

#### Out of School Suspension

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

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

All make-up work should be completed within two weeks of the end of the semester, unless the student's principal makes an exception or if the student has an individual plan with another timeframe as an accommodation.

#### Home or Hospital Bound 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, School Board Policy 5.725 "Exceptional Student Education Policies and Procedures (SP&P)" at 70-71 and State Board of Education Rule 6A-6.03411.

#### Note:

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)].

#### Students with an Active 504 Accommodation Plan



( Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104)

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

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

### Excessive Absences

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.

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)

In the case of an ESE-eligible student with excessive absences, an IEP team meeting must be conducted to determine whether or not the absences are related to the student's disability (State Board of Education Rule 6A-6.0331(1)(c); School Board Policy 5.725 and its referenced SP&P at 20, 23).

If the IEP team determines that the excessive absences are related to the student's disability, the IEP team must take appropriate of 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 that for a general education student.

### Absences for Religious Reasons (School Board Policy 5.095)

Per School Board Policy 5.095, sStudents shall be excused from attendance on a particular day or days, or for part of a day, and from any examination, study, or work assignment for religious instruction, observation of a religious holiday. Students may make up any examination, study or work assignment which has been missed for religious purposes. Prior

to the student's absence for religious reasons, a written request must be provided by the parent or guardian.

In the event of a complaint regarding the failure of the school to provide for religious accommodations, the complainant should appeal to the Area Superintendent or the Superintendent's designee.

## EARLY STUDENT WITHDRAWALS

### Student Withdrawals 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 or she enrolls in another school to complete the academic year. The parent (s)/guardian(s) of a student who leaves school during the last two weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete examinations, as appropriate, prior to withdrawal. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate.

Principals may determine that the requirements for early do not have to be met when unusual/extenuating circumstances arise. Approval is mandatory prior to the student leaving school.

### Student Withdrawals ~~To For Enrollment in~~ Home Education Program

To withdraw a student for enrollment in a home education program, the custodial parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, in writing, of the intent to establish a home education program for the student. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program. [Florida Statute §1002.41] (School Board Policy 8.14 (3), (4) and (5))

Home Education correspondence should be mailed to:

School District of Palm Beach County (FHESC)  
Home Education Office  
3308 Forest Hill Boulevard, Suite C-236-141  
West Palm Beach, FL 33406-5813

## CURRICULUM

The School District of Palm Beach County Curriculum incorporates the strands, performance standards and benchmarks that delineate student performance standards as defined by the Florida Department of Education Sunshine State Standards (SSS), Sunshine State Standards for Special Diploma, Next Generation Sunshine State Standards (NGSSS), Common Core Standards, or Academically Challenging Curriculum to Enhance Learning (ACCEL) options ([Florida Statute §1003.41] and (State Board of Education Rule 6A-1.09401)). The curriculum includes benchmarks for the following:

- 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.

~~Credit and graduation requirements have been modified by recent legislation, including Senate Bill 4, as well as recent State Board of Education Rules, including SBER 6A-1.09422 “Florida Comprehensive Assessment Test and End of Course Assessment Requirements”. The contents of this Plan shall be interpreted consistently with the new requirements and the Florida Department of Education’s interpretations of these State mandated provisions.~~

Schools shall provide parents with information concerning the 3-year and 4-year high school graduation options listed in Florida Statute §1003.429(1), including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. The information must include a timeframe for achieving each graduation option [Florida Statute §1003.429 (3)].

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

Honors weight (1.125) for high school courses taken by middle school students will be awarded according to the Florida Course Code Directory or as determined by the School District of Palm Beach County. This weighting will become part of the student’s high school honor point average and cumulative class rank, but will not be considered in the meritorious class ranking used to determine valedictorian/salutatorian.

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

### Academically Challenging Curriculum to Enhance Learning (ACCELevel)Options [FLORIDA STATUTE §1002.3105]

The School District of Palm Beach County 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 student in kindergarten through grade 12. The school principal informs parents and students of the available ACCEL options [Florida Statute §1002.3105(2)(a)]. The ACCEL additional school-based options can be the following:

- enriched science
- technology, engineering, and mathematics (STEM) coursework
- enrichment programs
- flexible grouping
- advanced academic course
- combined classes
- self-paced instruction
- curriculum compacting
- advanced-content instruction
- telescoping curriculum

The school principal initiates student ACCEL participation in promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects based on the student grade level performance based on standards and acceleration.

The decisions to accelerate a student shall follow State statute and be based upon multiple factors and the professional judgment of the principal and staff with the principal making the final decision. Decisions shall be made on a case-by-case basis. Each principal must establish student eligibility requirements for ACCEL options.

An acceleration decision that would result in a student attending a different school must follow District eligibility requirements and procedures, including verification of facility capacity, class size, and transportation availability.

Principals and the District must consider, at a minimum, as student eligibility requirements:

(a) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to Florida Statute § 1008.22.

(b) The student's grades.

(c) The student's attendance and conduct record.

(d) Recommendations from one or more of the student's teachers in core-curricula courses as defined in Florida Statute § 1003.01(14) (a)-(e).

(e) A recommendation from a school counselor if one is assigned to the school in which the student is enrolled.

For more information regarding ACCEL options available at particular schools, their eligibility requirements, and the process, parents should contact the school directly.

## Standards and Acceleration

The School District of Palm Beach County provides unique learning opportunities for students on various levels of learning:

All students will receive a world-class, rigorous curriculum that meets the requirements of the Florida Next Generation Sunshine State Standards, or Common Core State Standards. The

student eligibility procedure for participation in ACCEL - standards and acceleration – options with State graduation requirements while offering a variety of electives:

- Students who are on grade level will receive the highest possible level of instruction to meet proficiency and beyond.
- Students performing below grade level will receive an intensive instructional curriculum that provides an instructional pathway and learning environment for students to meet or exceed the skills/benchmarks not yet mastered by utilizing: required intensive coursework that is rigorous and implemented with differentiated instructional strategies, credit recovery options, virtual coursework, tutorial programs, and other acceleration options. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Remediation options vary from school to school.
- Students performing above grade level will receive a differentiated curriculum that may include:
  - At the middle school level: enrichment and acceleration by utilizing gifted courses, honors/advanced courses, International Baccalaureate courses, virtual courses and high school credit courses;
  - Students will be offered the highest possible level of instruction to meet proficiency and beyond. Accelerated and enrichment options vary from school to school, but are available at all schools.

In addition, the school principal can accept a parent’s written request for student participation consideration in an ACCEL options. Performance documentation of additional accelerated course options is developed if a student participates in an ACCEL option by parent request.

### **SPECIAL PROGRAMS**

Program for English Language Learners (ELL)  
(State Board of Education Rules 6A-6.0900 et.seq)

Students whose English language proficiency in the listening, speaking, reading and writing skill areas is limited will be identified as English Language Learners, assessed and placed as provided in State Board of Education Rules 6A-6.0902 and 6A-6.09021. All ELL students must be given equal access to the general curriculum. The general education standards and benchmarks should be the basis of their curriculum. They are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student’s ELL plan documents the instructional strategies required to ensure the student an equal opportunity to master the general education curriculum.

Note: See School District of Palm Beach County’s District Plan for Services to English Language Learners, found at: <http://www.palmbeachschools.org/multicultural/ELLPlan.asp> ), for full explanation of services and models .

See State Board of Education Rules 6A-6.09022 for extension of services for ELL students, 6A-6.0903(2) Standards for Student Exit from the ESOL Program and additional assessment requirements, and 6A-6.09031 for post reclassification of ELL students.

Dropout Prevention (DOP)/Alternative Education (AE)/ DJJ/Youth Services Programs

(State Board of Education Rules 6A-6.052 through 6A-6.05292 and Florida Statute §§ 1003.51, 1003.52, 1003.53))

The academic program for a DOP/AE/DJJ/Youth Services student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum and/or setting. The programs employ alternative teaching methodologies, curricula, learning activities or diagnostic and assessment procedures in order to meet the needs, interests and talents of eligible students. See School Board Policy 8.13 and the referenced DOP/AE/DJJ/Youth Services Programs Manual.

Students who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors may be considered eligible. Students identified as English Language Learners (ELLs) and/or eligible for ESE who meet the eligibility criteria for dropout prevention may be considered for placement. See School Board Policy 8.13 and the referenced DOP/AE/DJJ/Youth Services Programs Manual. Various programs and support activities are available in most schools throughout the School District. The District provides educational services to students in Youth Services and DJJ programs as set forth in this manual.

#### Home Education Program (School Board Policy 8.14)

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

#### Virtual Instruction Programs

[Florida Statute §§1002.37, 1001.42 (23)]; (State Board Education Rules 6A-6.0980 and 6A-6.0981)

Florida Statute §1002.45 authorizes school districts to implement virtual instruction programs through district-operated ~~programs or programs provided by~~ or contracted providers approved by the Florida Department of Education. The School District of Palm Beach County provides part-time K-12 and part-time 6-12 instructional programs. A student who is a full-time student attending a traditional public school in the District must have permission from his/her school counselor and/or principal to enroll in FLVS.

~~Students may enroll as full-time virtual students in grades K-12.~~ For more information see the program descriptions that can be found at [www.palmbeachvirtual.org](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 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. Students may take these courses online outside of or as a part of the school day (House Bill 7197 and Florida Statute §§ 1002.321 and 1002.45).

Registered home education students may take a partial or full schedule with school district FLVS franchises and FLVS in accordance with Florida Statute §§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 that can be found at [www.palmbeachvirtual.org](http://www.palmbeachvirtual.org).

### Gifted Education

(State Board of Education Rules 6A-6.030191)

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

Students identified as gifted under State Board of Education Rule 6A-6.03019 have an Educational Plan (EP) that outlines goals, strengths, and weaknesses and that provides direction for the instructional program. The differentiated instructional program includes advanced-level content acceleration and enrichment that addresses the student's special abilities and interests. See School Board Policy 5.725 *Exceptional Student Education Policies and Procedures* as referenced in SP & P particularly at pages ~~121-126 and 46 and Appendix A 2 and C~~, related to gifted students.

Students with an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)

To ensure compliance for all school decisions made under Section 504 and ADA, two components are necessary. First, the parent(s)/guardians(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.

### ESE-Eligible Students

Pursuant to School Board Policy 5.725, IEPs for ESE-eligible students must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. See State Board of Education Rule 6A-6.03028; and Policy 5.725 and ~~its referenced SP & P, particularly at pages 95~~. 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 or more content areas may be more appropriate. The 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 must include the parent, make special program placements and the educational decisions. The IEP team develops a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities, as well as meeting each of the student's other educational needs that result from the student's disability (See State Board of Education Rule 6A-6.03028).

~~In particular, the IEP team should draft benchmarks or short term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards at the discretion of the IEP team.~~ In particular, 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 \*accommodations/\*\*modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/ modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP team.

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 (34 CFR 300.320 (a)(5); SP & P ~~on pages 95-103~~).

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 (SP & P ~~on pages 95-103~~).

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

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

## HIGH SCHOOL CREDITS FOR MIDDLE SCHOOL STUDENTS



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

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

For a middle school student to receive high school credit, the middle school principal must designate the student as a high school student for the period(s) the student is enrolled in the high school course(s). High school rules apply for grading and attendance. 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.

Three of the four mathematics credits and all three of the science credits required for graduation must be earned in grades 9-12. At least one of the two sequential foreign language credits required for entrance to universities must be earned in grades 9-12.

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

At the beginning of each school year, students and parents will be notified of the benefits of high school and college opportunities, such as Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Florida Virtual School, dual enrollment, choice programs, graduation options ([18 and 24 credit options](#)), and general postsecondary requirements.

#### Requirements for High School Mathematics

Middle school students who have successfully completed high school mathematics 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. [However, beginning with the 2011–2012 school year, to earn high school credit for an Algebra I course, a middle school student must pass the Algebra I end-of-course assessment, and beginning with the 2012–2013 school year, to earn high school credit for a geometry course, a middle school student must pass the geometry end-of-course assessment](#) [Florida Statute § 1003.4156 (1)].

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

Middle school students enrolled in high school credit courses must adhere to the attendance requirements for earning credit.

Mastery or proficiency is based on defined levels of performance reflective of local, state or national criteria that include but are not limited to Sunshine State Standards, Next Generation Sunshine State Standards, Career and Technical Education curriculum frameworks, Advanced

Placement, International Baccalaureate, 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 [Florida Statute §1003.33(2)].

Note:

To be awarded one-half (½) credit in a high school course that does not require an end-of-course examination, a student must be present for at least sixty-seven and one-half (67½) hours or the one hundred thirty-five (135) hours for a full credit. This does not apply to virtual learning or performance-based instructional settings [Florida Statutes § 1003.436(2)]. A student who has received fewer than sixty-seven and one-half (67½) hours of instruction must demonstrate mastery of the content taught in the course. Mastery is demonstrated by:

- Passing at least one of the two (2) nine (9)-week marking periods
- Passing the course semester exam

~~Student attendance is an important aspect of curriculum delivery. Therefore, students who are absent more than 10% of the semester must demonstrate mastery by passing at least one nine week marking period and the semester examination.~~

Grade of *N*: Grade of *N* is applicable only to students enrolled in high school credit courses and indicates the student has exceeded the absence limits. An *N* (no credit) is recorded as the semester exam grade when the student has not been in attendance for at least 90% of the semester per course and has not demonstrated mastery (See page H/62 in the High School Student Progression Plan). For the purposes of grade calculation, a grade of *N* will result in a semester grade of *F*.

### Middle School Students Attending Summer/College Programs for Enrichment

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

## **PROMOTION**

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

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

### English

Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.

## Mathematics

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.

### 2010-2011

~~(2010 Senate Bill 4) [Florida Statute § 1008.22 (3) ©(2.a) (1)]~~

~~Middle school students taking Algebra I must take the end-of-course assessment but there is no impact on the student's grade or credit earned.~~

~~Students who earned high school credit in Algebra 1 while in grades 6 through 8 during the 2007-2008 through 2009-2010 school years and who have not taken Grade 10 FCAT 2.0 mathematics must take the Algebra 1 end-of-course exam during the 2010-2011 school year.~~

## Mathematics

### 2011-2012

~~(2010 Senate Bill 4) [Florida Statute § 1008.22 (3) (c) (2a.) (1)]~~

~~Middle school students taking Geometry must take the end-of-course assessment but there is no impact on the student's grade or credit earned.~~

### Beginning the 2011-2012 School Year

~~(2010 Senate Bill 4) [Florida Statute § 1008.22 (3) (c) (2.a) (1)] [Florida Statute § 1003.4156 (1) (a) (2)]~~

Successful completion of a high school level Algebra 1 or Geometry course is not contingent on the End-of-Course (EOC) Assessment.

Middle school students taking Algebra 1 must pass the Algebra 1 end-of-course assessment to earn high school credit.

~~For students entering 9<sup>th</sup> grade in the 2012-2013 school year and thereafter, the mathematics credit must be Algebra 2 or a series of courses equivalent to Algebra 2.~~

### Beginning the 2012-2013 and thereafter School Year

~~(2010 Senate Bill 4) [Florida Statute § 1008.22 (3) (c) (2.a) (1)] [Florida Statute § 1003.4156 (1) (a) (2)]~~

Middle school students taking Geometry must pass the Geometry end-of-course assessment to earn high school credit.

## Social Studies

Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education [Florida Statute § 1003.4156 (1) (a) (3)].

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

Beginning with students entering Grade 6 in the 2012-2013 School Year  
[Florida Statute § 1008.22 (3) (c) (2.a) (II)(b)] [Florida Statute § 1003.4156 (1) (a) (3)]

“One of these courses must be at least a one-semester civics education course that a student successfully completes in accordance with s. 1008.22(3)(c) 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; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.”

## Science

Three middle school or higher courses in science [Florida Statute § 1003.4156 (1) (a) (4)].

(4)

Beginning the 2012-2013 School Year  
2012-2013 (2010 Senate Bill 4) [Florida Statute § 1008.22 (3) (c) (2a.) (11)] [Florida Statute § 1003.4156 (1) (a) (4) ]

Middle school students taking Biology I as an online course must be proficient on the end-of-course assessment for high school credit.

## Career and Education Planning

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 CTE pre-academy, including 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, and cultural awareness; and intellectual curiosity.

One course in career and education planning to be completed in 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grade. 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 technology or the application of technology in career fields. The course must include career exploration using Florida CHOICES or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan (ePEP).

Each school must inform parents about the course curriculum and activities. Each student's personalized academic and career plan must be signed by the student, ~~the student's guidance counselor or academic advisor,~~ and the student's parent [Florida Statute §1003.4156 (1)(a)(5)]. Students entering the 9<sup>th</sup> grade shall have developed during the middle grades a 4-5 year plan based on postsecondary and career goals [Florida Statute §1007.21]. ~~Students meet the career and education planning course requirement through successful completion of the Civics and Career Planning course in grade 7. Career Academies [Florida Statute §§1003.491; 1003.492] and School Board Policy 5.016 and its referenced Choice Programs manual located at:~~ <http://www.palmbeachschools.org/choiceprograms/choicebooklet.asp>.

### ESE Students

A student with a disability, as defined in Florida Statute §1007.02(2), for whom the individual education plan (IEP) team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course (EOC) assessment results waived for purposes of determining the student's course credit and grade and completing the requirements for middle grades promotion [Florida Statute §1003.4156(1)(a)(5)].

### Remediation for Students in Reading and/or Mathematics [Florida Statute § 1003.4156 (1) (b) and (c)]

For students needing remediation in reading, State Board of Education Rule 6A-6.054(2) established guidelines for placement in reading intervention, the basis for an exemption, and for the progress monitoring which must occur three times per year.

For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

These requirements apply to all students in grades 6, 7, and 8, independent of the grade configuration at the school [Florida Statute §1008.25]; [Florida Statute § 1003.4156 (2)].

Students in grades 6 and 7 who have passed four of the five required courses may be conditionally promoted *unless they have received a conditional promotion to their current grade level.*

~~A student with a disability, as defined in Florida Statute §1007.02(2), for whom the individual education plan (IEP) team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course (EOC) assessment results waived for purposes of determining the student's course grade and completing the requirements for middle grades promotion [Florida Statute §1003.4156(1)(a)(5)].~~

~~For students needing remediation for promotion, State Board Rule 6A 6.054 F.A.C. established guidelines for placement in reading intervention and for the progress monitoring must occur three times a year. see the remediation section~~

General Requirements For Middle Grades Promotion Charts

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

**GRADE 6**

<b>Students are required to enroll in each of the following courses:</b>	<b>Duration</b>
* Intensive Reading: based on FCAT <u>2.0 NGSSS</u> Level 1 or Level 2, FAIR data or Reading Running Record data, and teacher input <u>unless an exemption</u> 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 multidisciplinary 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 (PBSD form # 2301) for a student who meets the criteria outlined in Florida Statute §1003.455.

**GRADE 7**

<b>Students are required to enroll in each of the following courses:</b>	<b>Duration</b>
* Intensive Reading: based on FCAT <u>2.0 NGSSS</u> Level 1 or Level 2, FAIR data, and teacher input) <u>unless an exemption</u> 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 multidisciplinary team.	As long as needed
Language Arts	1 year

Science	1 year
Mathematics	1 year
Civics and Career Planning	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 (PBSD Form # 2301) for a student who meets the criteria outlined in Florida Statute §1003.455.

## GRADE 8

Students are required to enroll in each of the following courses:	Duration
Intensive Reading: based on FCAT <a href="#">2.0 NGSSS</a> Level 1 or Level 2, FAIR data, and teacher input <a href="#">unless an exemption</a> * 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 multidisciplinary 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 (PBSD Form # 2301) for a student who meets the criteria outlined in Florida Statute §1003.455.

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

### Online Learning Requirement for Graduation

Beginning with all students entering ninth grade in 2011-2012, and thereafter, at least one 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 credit or one credit in value. Online credit recovery or original credit courses may be used to satisfy this requirement.

Online high school credit courses successfully completed in grades 6-8 may be used to fulfill this requirement[Florida Statute § 1003.428 (2) (C)].

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 ninth 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. Students may take these courses online outside of or as a part of the school day [Florida Statute §§ 1002.321} and {Florida Statute §1002.45].

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 1 academic year remaining in high school.

Promotion for Students Who Were Conditionally Promoted to Grade 7 or Grade 8 Based on Remediation Consideration  
[Florida Statute § 1008.25 (2)(b)]

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

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

### **RETENTION**

The following students *will be retained*:

- Students in grades 6-8 who have passed three or fewer required courses.



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

~~Please refer to the Middle School Post School Procedures and/or the current Summer School Implementation Manual, under Middle School Summer School for options.~~  
~~(<http://www.palmbeachschools.org/safeschools/SummerSchool.asp>)~~

Good Cause Exemption from Retention in Grades 6-8  
[Florida Statute § 1008.25 (2)(B)]

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

Good Cause Exemption Criteria

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

- Students who were previously retained in grades 6, 7 or 8 **and** score at performance level 3 or above on the State and District assessments listed below:
  - FCAT 2.0 – NGSSS/Reading
  - FCAT 2.0 – NGSSS/Mathematics
  - FCAT 2.0 – NGSSS/Science (Grade 8 only)
  - FCAT 2.0 – Writing (if appropriate)
  - SRI – Spring Lexile (optional additional assessment)

Students being promoted based on achievement on state and dDistrict assessments will attend the regular program of instruction in the students' dDistrict assigned school [Florida Statute §1008.25 (2) (b)].

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

Other Students with Previous Retentions

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

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

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

6<sup>th</sup> and 7<sup>th</sup> Grades Students

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

8<sup>th</sup> Grade Students

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

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

8.5 Placement Option – 8<sup>th</sup> Grade Students Only

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

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

- State Assessment

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

#### Good Cause Exemption Process

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

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

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

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0902 and 6A-6.093) School District of Palm Beach County Plan for Services to English Language Learners (ELLs) that can be found at:

<http://www.palmbeachschools.org/multicultural/ELLPlan.asp>

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. (School District of Palm Beach County Plan for Services to English Language Learners (ELLs))

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 PBSD 1512 form. 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.

Students wWith an Active Section 504 Accommodation Plan (Active 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 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 or guardian of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the 504 Plan. In addition, a parent or guardian must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an active Section 504 Accommodation Plan must meet the School District's levels of performance. Parent(s)/guardian(s) must be notified if a student with a 504 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.

#### ESE Students

(School Board Policy 5.725 "Exceptional Student Education Policies and Procedures (SP & P))

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

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

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

- The student's demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving the *Next Generation Sunshine State Standards*, even with appropriate and allowable class work modifications.
- 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 ~~should~~ be convened to review the IEP. The student's IEP must address all of the student's educational needs, including the student's below-grade-level performance. The IEP Team may recommend a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

Students with disabilities 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 are the students with:

- 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

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 [Florida Statute §1008.25(1)]. With respect to ESE students, the School Board and School District 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, designed to –

Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

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. 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) ]

In sum, 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 [Florida Statute § 1008.25(6).

The-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.

## **REMEDIATION**

### **REMEDIAL INSTRUCTION**

Remedial and supplemental instruction resources *must* be allocated to students who fail to meet achievement performance levels required for promotion. [Florida Statute §1008.25 (3)] The

*Identification of Students Needing Remediation* charts reflect the process of student identification for remediation in reading, writing and mathematics for students in grades 6-8.

The District provides remedial instruction in reading, writing, science, and mathematics for those students identified as having substantially deficient skills in reading, writing, science and/or mathematics as identified by teacher/principal recommendation, norm-referenced tests, Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Writing (grade 8), FCAT 2.0 and school-selected reading tests (e.g., Scholastic Reading Inventory (SRI), Diagnostic Assessment of Reading (DAR), Oral Reading Fluency Measure). Remedial instruction shall be provided through implementation of an individual Progress Monitoring Plan (PMP) developed in consultation with parent(s)/guardian(s).

The Middle School Course Recovery (MSCR) Program ~~PASS/Compass Learning Program~~ provides additional academic support and instruction before school, after school and/or in Saturday school for students.

~~**PASS/Compass Learning Program Course Offerings**~~

- ~~— Middle School Mathematics~~
- ~~— Middle School Language Arts~~
- ~~— Middle School Science~~
- ~~— Middle School Social Studies~~

**Complementary Options**

Before or After School Tutorial  
Saturday School Tutorial

Contracted Academic Services

Suspension of Other Curriculum  
On-line Coursework  
Other Strategies

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

Remediation For Conditionally Promoted Students

- A conditionally promoted student who has scored Level 1 on FCAT **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.

**PROGRESS MONITORING PLAN (PMP) PROCESS**

[Florida Statute §1008.25 (4)(b)]

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

- A federally-required student plan addresses specific needs such as an
  - Individualized Education Plan (IEP)
- A school-wide system of progress monitoring for all students an individualized Progress Monitoring Plan (PMP) ~~{Florida Statute §1008.25(4)(b)}~~

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.

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:

Each student who does not meet the levels of performance as determined by the School District (defined on the *Identification of Students In Need Of Remediation* charts) in FCAT 2.0 reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in FCAT 2.0 reading or FCAT 2.0 mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention [Florida Statute §1008.25 (4) (a)].

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

If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.

For each year in which a student scores at Level 1 on FCAT 2.0 Reading, the student 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. Guidance will be provided regarding appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. However, for reading intervention services, a Good Cause Exemption exists. For this, students who scored a Level 1 or Level 2 on FCAT 2.0 Reading, but who scored a Level 3 or above during previous three consecutive years, do not need to take a reading intervention course.



These students must have an Academic Improvement Plan (not a Progress Monitoring Plan) which includes monitoring throughout the year. Reading courses shall be designed and offered pursuant to the K-12 Comprehensive Reading Plan [Florida Statute §1003.4156(1)(b) and State Board of Education Rule 6A-6.054 (2)] .

Pursuant to Section 1003.4156, F.S., middle school students who score at Level 1 on FCAT Reading are required to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

Middle school students who score at Level 1 or Level 2 on FCAT 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 or more years below grade level a double block of reading to accelerate foundational reading skills.

This intervention course should include 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) benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.)
- A focus on informational text at a ratio matching FCAT; and
- Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

Additional evaluations, portfolio reviews, and alternative District assessments beyond FCAT 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. Schools can use the following for making decisions: data from screenings, Progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Schools must identify and document specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT 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 or more of the above mentioned interventions

Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading a minimum of three (3) times per year as demonstrated in PMP. This includes a baseline, midyear, and an end of the year assessment. End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

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. [Florida Statute §1003.4156(1(c))]

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.

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.

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

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

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 [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
- the monitoring and reevaluation activities to be employed

### Exceptional Student Education (ESE)

Pursuant to School Board Policy 5.725, IEPs for ESE-eligible students must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. (See State Board of Education Rule 6A-6.03028; and Policy 5.725). 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 or more content area may be more appropriate. The 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 must include the parent, makes special program placements and

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

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 accommodations/modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP team. Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and/or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

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

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 (34 CFR 300.320 (a)(5); SP & P).

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 satisfactorily (SP & P).

## **PASS PROGRAM**

### Program Description

~~The purpose of the PASS/Compass Learning Program is to remediate students failing a course or to place over age students in a class to master course work to proceed to the next grade level.~~

~~Students will attend remediation until they have proven mastery of the material. It provides students with:~~

- ~~➤ additional time to complete the expected course of study.~~
- ~~➤ assistance in completion of the course requirements necessary for promotion.~~
- ~~➤ remediation of academic skills as necessary.~~

~~PASS/Compass Learning students who have failed a core course(s) during a marking period will receive the grade earned by successfully completing the activities, quizzes and nine week exam offered in the computer competency based core credit recovery program.~~

### ~~Student Identification~~

~~The following students qualify for the PASS/Compass Learning Program:~~

- ~~1. Students who have been conditionally promoted and cannot make up the failed course as an elective class.~~
- ~~2. Students who have failed one or more subjects during a marking period are required to attend.~~
- ~~3. ESE students with disabilities who meet the above criteria are enrolled upon the recommendation of the IEP Team.~~
- ~~4. English Language Learners who meet the above criteria.~~

~~Note: Budgetary constraints may require changes in the criteria for PASS/Compass Learning Program eligibility.~~

### ~~MIDDLE SCHOOL COURSE RECOVERY (MSCR)~~

~~Middle School Course Recovery (MSCR) is a competency based online computer curriculum program purchased and offered by the School District 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 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 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 a current certified teacher and have been MSCR trained each year in order to qualify to teach as a MSCR program teacher.~~

~~All students' grade changes acquired through the CompassLearning MSCR program through 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 course offerings:~~  
~~Middle School Mathematics~~  
~~Middle School Language Arts~~  
~~Middle School Science~~

## Middle School Social Studies

### Student Identification

- Students who fail a core course during any nine-weeks  
Conditionally promoted students
  - Conditionally promoted students 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.

## SUMMER SCHOOL/EXTENDED SCHOOL YEAR (School Board Policy 2.37)

### English Language Learners (ELLs)

~~Extended School Year (ESY) is offered to ELLs of beginning and intermediate proficiency with the purpose of continuing oral language development. ESY for ELLs includes content area instruction that promotes the use of spoken English in a non-threatening environment. In order for an ELL to be eligible for ESY, it must be documented on his/her ELL plan that additional oral language development is needed.~~

### ESE Students Who Are Enrolled in ESE Programs

(State Board of Education Rule 6A-6.03028 (3) (g) (11))

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

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

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

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.

### Home Education Students

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

## 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 (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.

### Reading

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 (Florida Rule 6A-6.054 – K-12 Student Reading Intervention Requirements), The School District of Palm Beach County 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 (or the Fountas and Pinnell Reading Running Record\*) and teacher input.

- If a student (FCAT Reading 2.0 Level 1 or 2) is two or more years below grade level as determined by the Lexile score on 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.
- If a student (FCAT Reading 2.0 Level 1 or 2) is not two or more years below grade as determined by the Lexile score on FAIR, but does have 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.
- If a student (FCAT Reading 2.0 Level 1 only) is not two or more years below grade level as determined by the Lexile score on 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.
- If a student (FCAT Reading 2.0 Level 2 only) is not two or more years below grade level as determined by the Lexile score on 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.

\*Elementary schools may choose to administer the Fountas and Pinnell Reading Running Record to fifth grade students. These scores may be used in place of FAIR to determine reading placement in sixth grade.

\*\*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 Reading 2.0 tests.

## Mathematics

Mathematics Remediation for the FCAT 2.0 and End-of-Course Assessments - 2012 Florida State Statute 1003.4156 (5)(c)

“For each year in which a student scores a Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.”

According to the DOE Information Database Requirement Volume I the following remediation methods may be entered.

- The student receives Mathematics remediation in a Mathematics class during the regular school day.
- The student receives Mathematics remediation in another subject area course during the regular school day.
- The student receives Mathematics remediation in a before or after school remediation program or class.
- The student receives Mathematics remediation as part of an online course.
- The student receives Mathematics remediation through other methods.

## **REPORTING STUDENT PROGRESS**

### **PARENTS(S)/GUARDIAN(S) – WRITTEN NOTIFICATION REQUIREMENTS**

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

- All notifications to parent(s)/guardian(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.
- School center personnel will notify parent(s)/guardian(s) in writing of promotion requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [Florida Statute §1008.25] The requirements are also included on the district website within the posted Student Progression Plans.
- The parent(s)/guardian(s) of a student who is failing two or more courses or not meeting promotion requirements must be notified in writing. The notification form will provide the parent(s)/guardian(s) with information regarding the **MSCR PASS**

Program. The parent is required to return to the sending school the designated portion of the notification form. It is advisable that schools contact those parent(s)/guardian(s) who have not responded to the notification form by telephone. A telephone log of these calls should be kept to ensure that every identified child has been afforded the opportunity to receive course recovery through the MSCR Program, the tutorial remediation PASS/COMPASS Learning Program services.

- 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-the year status regarding performance or non-performance at grade-level, acceptable or unacceptable behavior and attendance and promotion [Florida Statute §1003.33 (2)].
- The District shall annually notify the parent of each student as to the progress of the student in achieving State and District expectations for proficiency in reading, writing, science and math. The District shall also report to the parent the student's results in each statewide assessment [Florida Statute §1008.25 (8)(a)].
- For students identified as having substantially deficient skills in reading, writing, science and/or mathematics, remediation instruction will be provided through the implementation of a student's individual education plan (e.g., PMP, IEP, ELL Plan, and Section 504 Accommodation Plan) developed in consultation with the parent(s)/guardian(s). ~~The student's individual education plan, with the signature of the parent(s)/guardian(s), will serve as written notification as required by Florida Statute §1008.25 Accommodation Plan) developed in consultation with the parent(s)/guardian(s).~~ The student's individual education plan, with the signature of the parent(s)/guardian(s), will serve as written notification as required by Florida Statute §1008.25.

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

Middle schools in the School District of Palm Beach County report grades parents/guardians on a nine-week schedule based on PBSD 0638 Student Progress and Grade Report.

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

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.



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

## GENERAL RULES OF GRADING

- Grades are based on the quality of student performance relative to expected levels of achievement of the Next Generation Sunshine State Standards, 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
  - 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** and **N\***) may NOT be changed after report cards are printed except by one of the following procedures:
    - The change is initiated by the teacher and approved by the principal. Signatures of both the teacher and the principal are required; OR
    - The change is initiated by the principal and approved by the Area Superintendent. Signatures of both the principal and the Area Superintendent are required. The teacher will be consulted prior to the initiation of a grade change by the principal if the teacher is on duty. If the grade change is initiated when the teacher is not on duty, the teacher will be notified in writing upon his/her return. 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 PASS Program. Signatures by the MSCR PASS instructor or MSCR PASS Program director, and the principal are required.
- ~~In either~~ For all cases, **any grade change** requires **two signatures** on the form Grade and/or Course Change Documentation (PBSD 0797) indicating the change and the reason for the change. The procedures to correct a student record are set forth in School Board Policy 5.1816 and the CTA collective bargaining agreement pages 17-18.
- An I\* (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\* 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). 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)/guardian(s) upon entry to the program and/or at the beginning of each grading period (See pages M/-M #s added later).
- No ELL student may be denied the opportunity to earn above-average grades because of placement in the ESOL program or due to the accommodations prescribed in the student's ELL plan or the lack of English language proficiency.

\* These grades are for report card purposes only and do not appear on the final student transcripts. Description and Definition of Grades

## 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 grade 6 through grade 12 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 (**100 – 90**).....Indicates thorough mastery of the subject

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

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

Grade of **D**: Lowest Acceptable Progress (**69 – 60**).....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:

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

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

- to an **F**. 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 **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**. ~~The course and grades will not be transferred to the permanent academic history for the student.~~

Grade of **N**: No Credit\*

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

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

## REPORTING STUDENT CONDUCT

[Florida Statute §1003.33 (1) (b)]

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

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

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

## 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; School Board Policy 5.0901 (2))

## CALCULATION OF FINAL GRADES

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

When a student has attained a minimum final average of 1.0, the final grade is determined by rounding to the nearest whole number and converting to the A, B, C, or D as appropriate. If the final average is 1.5, 2.5, or 3.5, the last grade will determine whether the letter grade is raised or lowered. If the final grade is higher, the letter grade will round up.

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

School-wide quarterly examinations are required for the following middle school courses: language arts, mathematics, science and social studies. All teachers of the respective courses will collaboratively develop and administer the quarterly exams at each middle school. Quarterly examinations count for 20% of the students' final quarter grades. With the exception of students taking high school credit courses, all middle school students

must take the quarterly examination in each of the specified courses for which they are enrolled.

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	=	<b>A</b>
2.6 - 3.59	=	<b>B</b>
1.6 - 2.59	=	<b>C</b>
0.6 - 1.59	=	<b>D</b>
Below 0.6	=	<b>F</b>

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

To receive a passing grade for the semester, the student *must* earn passing grades in two of the three grades used to calculate the semester average. The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. [Florida Statute §1003.33 (2)]

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

### Forgiveness Rule for High School Courses taken in Middle School

[Florida Statute §1003.413 (3) (e) and §1003.428 (4)]

The forgiveness rule applies to a middle school student who has earned either a grade of C, D, or F in a high school course taken for high school credit during middle school. [Florida Statute §1003.428 (4)]

- Middle School students may replace a grade of C, D or F (Cs or Ds on a space-available basis) with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course.
- A grade is forgiven if a student receives a grade of *C or higher*.
- 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 courses; 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, the same semester that the previous D or F was earned in does not have to apply. Ex. A second semester F in a high school world languages may be forgiven by a subsequent first semester C in high school art.

## DISTRICT/STATE ASSESSMENT PROGRAM

All students must 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. [Florida Statute §1008.22 (3) (c) (8)] (State Board of Education Rule 6A-1.09422) ~~A sampling of assessments is below:~~

~~FCAT 2.0 Reading tests are administered to students in grades 3 through 10.~~

~~FCAT 2.0 Mathematics tests are administered to students in grades 3 through 8.~~

~~FCAT 2.0 Science tests are administered to students in grades 5 and 8.~~

~~FCAT 2.0 Writing is administered to all students enrolled in grades 4, 8, and 10~~

~~Algebra 1 EOC Assessment is administered to students in grades 6-12 completing specific courses.~~

~~Geometry EOC Assessment is administered to students in grades 6-12 completing specific courses.~~

~~Biology 1 EOC Assessment is administered to students in grades 6-12 completing specific courses.~~

### Grade 6

~~➤ FCAT 2.0 Reading Next Generation SSS~~

~~➤ FCAT 2.0 Mathematics Next Generation SSS~~

### Grade 7

~~➤ FCAT 2.0 Reading Next Generation SSS~~

~~➤ FCAT 2.0 Mathematics Next Generation SSS~~

### Grade 8

~~➤ FCAT 2.0 Reading Next Generation SSS~~

~~➤ FCAT 2.0 Mathematics Next Generation SSS~~

- ~~FCAT Writing~~
- ~~FCAT Science~~

## ACCOMONDATIONS/EXEMPTIONS FOR DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELLs) (School District of Palm Beach County Plan for Services to English Language Learners (ELLs) that can be found at:

<http://www.palmbeachschools.org/multicultural/ELLPlan.asp>

<http://www.palmbeachschools.org/multicultural/ELLPlan.asp>

English Language Learners (ELLs) must take all required State and District assessments unless they have an IEP, which indicates otherwise. (School District Palm Beach County Plan for Services to English Language Learner (ELL)). ~~(State Board of Education Rule 6A-1.09432(2) and 6A-6.0909)~~ However, all active (LY) ELLs are eligible to receive accommodations during testing.

Permissible accommodations may include:

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

ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available in instructional settings for ELL students. When a student is classified as both ESOL and ESE, all accommodations listed on their IEP as well as their ELL Plan must be offered. Parents/guardians are notified in writing of all accommodations offered to their child.

A copy of this document is maintained in the ELL folder. (State Board of Education Rule 6A-6.09091)

### Statewide Assessment for Students with Disabilities

(State Board of Education Rule 6A-1.0943; 6A-1.09422 (11))

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.

## Statewide Assessment Accommodations for Students with Disabilities

[Florida Statute §1003.01(3)(a)] and (State Board of Education Rules 6A-1.0943 and 6A-6.0331)

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 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 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)).

Florida Statute § Section 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.

## Participation in the Statewide Alternate Assessment

(State Board of Education Rules 1.09401 and 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 pursuant to Rule 6A-1.09401 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, pursuant to Rule 6A-1.09401, for all academic areas; and
- The student requires direct instruction in academics based on access points, pursuant to Rule 6A-1.09401, in order to acquire, generalize, and transfer skills across settings.

## Special Exemption

(State Board of Education Rule 6A-1.0943(5))



Upon approval of the Commissioner, a student with a disability, is eligible for consideration of a special exemption from participation in statewide assessments, including the alternate assessment, under extraordinary circumstances.

Extraordinary circumstances are

- events or conditions that prevent the student from physically demonstrating the mastery of skills that have been acquired and are measured by statewide assessments. (Note, a learning, emotional, behavioral, or significant cognitive disability or the receipt of services through the homebound or hospitalized program does not, in and of itself, constitute an extraordinary circumstance.)
- physical conditions that affect a student's ability to communicate in modes deemed acceptable for statewide assessments, creating a situation where the results of administration of a statewide assessment would reflect a student's impaired sensory, manual, or speaking skills rather than the student's achievement.

A request for consideration of this special exemption must be submitted to the Commissioner in writing from the district school superintendent no later than thirty (30) school days prior to the assessment administration window. The Commissioner shall determine whether the exemption will be granted based upon the documentation provided by the district school superintendent. A request for the determination of a special exemption must be submitted annually and approved by the Commissioner.

Attached documentation shall include:

- Written description of the student's disabling condition, including a specific description of the student's impaired sensory, manual or speaking skills and the extraordinary circumstances for the exemption request;
- Written documentation of the most recent evaluation data;
- Written description of the disability's effect on the student's achievement;
- Written evidence that the student has had the opportunity to learn the skills being tested; and
- Written evidence that the manifestation of the student's disability prohibits the student from responding to the statewide assessment, even when appropriate accommodations are provided so that the result of the testing reflects the student's impaired sensory, manual, or speaking skills rather than the student's achievement.

## WAIVER OF EOC ASSESSMENT RESULTS FOR GRADUATION FOR STUDENTS WITH DISABILITIES

### ESE Students

Florida Statute § ~~Section~~ 1003.428(8)(b), F.S., 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.

## ~~ANNUAL REPORT~~

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

~~The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion. [Florida Statute §1008.25(8)(b) 1]~~

~~By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT 2.0. [Florida Statute §1008.25(8)(b) 2]~~

~~By grade, the number and percentage of all students retained in grades 3 through 10. [Florida Statute §1008.25(8)(b) 3]~~

~~Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6) (b). [Florida Statute §1008.25(8)(b) 4]~~

~~Any revisions to the district school board's policy on student retention and promotion from the prior year. [Florida Statute §1008.25(8)(b) 5]~~

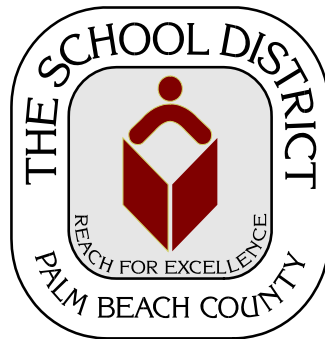
**2012-2013  
HIGH SCHOOL  
STUDENT PROGRESSION PLAN**

**Entry, Promotion, and Retention**

**for**

**Grades 9 - 12**

**Effective August 2012**



**Mr. E. Wayne Gent, Superintendent**  
**Dr. Janis Andrews, Judith Kilinek, Ann Killets, Chief Learning**  
**Academic Officer**  
**Mr. Keith Oswald, Dr. Janis Andrews, Dr. Constance Tuman-**  
**Rugg, Assistant Superintendent**  
**Division of Secondary K-12 Curriculum**  
**(561) 434-8714357.1113**

## **STUDENT PROGRESSION PLAN**

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 towards graduation. 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)].

This Plan includes:

- Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
- Specific levels of performance in reading, writing, science, and mathematics for each grade level. This includes the levels of performance below which a student must receive remediation or be retained in an intensive program.
- 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:

- The process for parents 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 parents and students to contact the principal regarding student eligibility and participation requirements for these options, including virtual instruction in higher grade level subjects.
- Advising parents and student of early and accelerated graduation options
- Reference to of all dual enrollment courses available within the dual enrollment articulation agreement.

~~List the and achievement. required by school board policies, State and local student progression requirements. regarding about the array of curricula, courses, and programs required to implement State and local student progression requirements. It is the responsibility of the Board and District administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences [Florida Statute §1008.25(1)(2)].~~

This Student Progression Plan strives to ensure that the required program of study, placement, promotion, reporting, retention, and special programs are equitable and comprehensive, ~~thereby providing accountability~~ for all students. To achieve accountability, the School District is committed to the implementation of a Response to Intervention (RtI) framework to integrate/align supports to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality intervention/instruction matched to

student needs and use considering learning rate and level of acceleration, retention and remediation. RtI Response to Instruction/Intervention is a data-based decision making process applied to education. A problem-solving method and the systemic use of assessment data, at the District, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of interventions/instruction needed to improve learning and/or behavior (State Board of Education Rule 6A-6.03018; 34 C.F.R. § 300.2 et. seq.; (a)(2); See School Board Policy 5.725 “Exceptional Student Education Policies and Procedures (SP & P).” at 22 and 78-82-80).

The Plan incorporates herein the Sunshine State Standards (SSS), Next Generation Sunshine State Standards (NGSSS), Common Core Standards, and Academically Challenging Curriculum To Enhance Learning-ACCEL options that provide academically challenging coursework or accelerated instruction to students in Kindergarten through grade 12 ([Florida Statute § 1001.03, 1003.42 & 1002.3105] and State Board of Education Rule 6A-1.09401(2)(3)).

District 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 and reports and providing leadership for instruction that meets the needs of all students [Florida Statute §1001.54 and 1012.28].

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

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# ENTRY REQUIREMENTS

## INITIAL REQUIREMENTS

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

- a valid birth certificate or other documentation of birth [Florida Statute §1003.21];
- if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

### **Florida Statute §1003.21(4)**

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

- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
- (c) An insurance policy on the child's life that has been in force for at least 2 years;
- (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- (e) A passport or certificate of arrival in the United States showing the age of the child;
- (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
- (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the School District School Board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct<sup>1</sup>

<sup>1</sup>Children and youth 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."

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

Education Rule 6A-6.024; School Board Policy 5.06 (A) (2)) (Recommended form: DH 3040, – See *Health Requirement*. See footnote 1 above relating to a temporary exemption.

- proof of residence- For a student assigned to a school based on the student’s residence under School Board Policy 5.01 (1) (b), parent(s)/guardian(s) must provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation, as required by School Board 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 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 Form (PBSD 1866) shall be completed by the parent. Additionally, schools must meet the language needs of parents at all relevant stages of the registration process in a timely manner to ensure meaningful access to their students' educational opportunities.
- a Florida Certificate of Immunization submitted on the Department of Health Form (DH680) [Florida Statute §1003.22] – Students will not be admitted into class without proof of immunization unless there is a lawful exemption. (See footnote 1 above relating to a temporary exemption and School Board Policy 5.74 and [Fla. Admin. Code 64D-3.046(3)].

Students who are without a fixed, regular and adequate nighttime residence are considered as children and youth who are experiencing homelessness [Florida Statute §1003.01 (12)]; (State Board of Education Rule 6A-6.063411 (1) (s)). According Pursuant to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 McKinney-Vento Act, (Section 725) 42 U.S.C.A. § Section 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 immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment. See School Board Policy 5.74 entitled “Students Experiencing Homelessness” as to the procedures relating to the enrollment of these students.

When a student is not living with a biological or adoptive parent, a person acting as parent must complete the Person Acting as Parent form “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.

A School District of Palm Beach County *New and Returning Student Registration* form (PBSD 0636 found at <http://www.palmbeachschools.org/Forms/Index.asp>) must be completed by the parent(s)/guardian(s), signed and returned to school at the beginning of each school year or when the student enters the Palm Beach County School District. This form is translated into Spanish, Haitian Creole, and Portuguese. If parents need additional language assistance, contact the Department of Multicultural Education. School personnel are strictly prohibited from requesting and/or requiring documentation of the immigration status of students and families. It is the

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

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

A student with a disability shall be considered to be "in a continuous study program" when that student's 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<sup>nd</sup>) 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) and State Board of Education Rules 6A-6.03011 through 6A-6.0361).

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

A student who qualifies 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.

A student who attains age sixteen (16) during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age if the student files a formal declaration of intent (Intent to Terminate School Enrollment Acknowledgement (PBSD 1055A) at the bottom of the PBSC 1055 located at <http://pbforms1.palmbeach.k12.fl.us/lfserver/1055>) to terminate school enrollment with the School District School Board. ~~The student is acknowledging that they have received counseling from a school counselor or other school personnel. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the exiting student and the student's parent/guardian.~~ The School District must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. [Florida Statute §1003.21 (1)(c)] The student's guidance counselor or other school personnel must conduct an exit interview with the

student to determine the reasons for the student’s decision to terminate school enrollment and the actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including but not limited to, Adult Education and GED test preparation. Additionally, the student must complete a survey ([Student Exit Interview PBSB 1055](#)) in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled [Florida Statute §1003.21 (c)].

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

Any further exception to this maximum age provision shall be made by the Superintendent on the recommendation of the principal of the high school involved, or the Executive Director of Exceptional Student Education in the case of an exceptional child.

## HEALTH REQUIREMENTS

### Physical Examination

All new students seeking entrance into a public school in Palm Beach County are required by Florida Statute §1003.22 and School Board policy 5.06 to present, at the time of entry, a [valid](#) health examination documented on State of Florida School Health Entry Exam DH 3040 performed within one (1) year prior to enrollment (State Board of Education Rule 6A-1.0985).

### **EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS [2010-2012-2013](#)**

STUDENTS	PHYSICAL EXAMINATION
All Palm Beach County	School Health Entry Exam on form DH 3040 required for PreK, Kindergarten and Grade 7
<a href="#">All</a> transfers within Palm Beach County 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 <a href="#">PreK at least</a> Kindergarten and Grade 7 documentation.
<a href="#">All</a> transfers 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 DH Form 3040** <a href="#">and have the physician's signature and office stamp.</a></p> <p>Physicals must have been performed within one year of enrollment unless exempt based on a written request for religious reasons.</p>

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

All new students seeking entrance into a public school in Palm Beach County are required by Florida Statute §1003.22 and School Board Policy 5.06 to present, at the time of entry a [valid](#)

*Florida Certificate of Immunization* DH 680. Students will not be admitted into class without proof of immunization, absent a lawful exemption ~~The *Florida Certification of Immunization* (DH 680) includes temporary and permanent medical exemption sections based on medical reasons.~~ (State Board of Education Rule 6A-1.0985) (Fla. Admin. Code 64D-3.046). If a hardship exists for parents transferring students, according to statute, it is permissible to allow 30 school days for the transfer of records ([Florida Statute 1003.22] and (School Board Policy 5.06)).

The *Florida Certification of Immunization* (DH 680) is available from either private physicians or the Palm Beach County Health Department. 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 exempted from and the valid clinical reason for exemption [Florida Statute 1003.22(c)].

The *Certificate of Religious Exemption*, (DH 681) is available only through the Palm Beach County Health Department. Only an original DH 681, generated by Florida Shots program for the Health Department, will be accepted at school sites.

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 Homeless Education Assistance Resource Team (H.E.A.R.T) in Student Intervention Services.

1. Documentation of Immunization.....DH Form 680 Part A
2. Documentation of Temporary Medical Exemption.....DH Form 680, Part B
3. Documentation of Permanent Medical Exemption.....DH Form 680, Part C

~~A *Certificate of Religious Exemption*, (DH 681) is available only through the Palm Beach County Health Department. It is not available from private physicians.~~

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

Immunization Requirements for Entry into Grades 9-12  
~~2010-2011~~ 2012-13 School Year  
 (Florida Department of Health Bureau of Immunization  
[http://www.doh.state.fl.us/disease\\_ctrl/immune/index.html](http://www.doh.state.fl.us/disease_ctrl/immune/index.html))

Grades	9	10	11	12
DTaP/DT Series	X	X	X	X
<u>Tdap Booster</u>	<u>X</u>	<u>X</u>		
Tdap/Td 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	<u>X</u>		

## PLACEMENT OF TRANSFER STUDENTS

[Florida Statute §§1003.25 [and 1003.413 \(3\)\(a\)](#)] (State Board of Education Rule 6A-1.09941)

### General Transfer Information

Coursework or grades of a student who transfers to a public school in Palm Beach County with an official transcript from an educational institution or program shall be accepted at face value subject to validation if required by the Southern Association of Colleges and Schools/Council on Accreditation and School Improvement (SACS/CASI). More information on the SACS validation, [including the SACS recognized accrediting agencies](#), may be found at <http://www.flhef.org/pdf/SACS.pdf?phpm4=758749ebee435cd74fc80d83d4139a8a>.

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 SACS/CASI policy
- the student does not possess an official transcript
- the student is a home education student without an official transcript from an educational institution or program

### Validation Process

(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 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.

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

### Alternative Validation Procedure

(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/guardian:

- Portfolio evaluation by the Superintendent or designee;
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- Demonstrated proficiencies on the nationally-normed standardized subject area assessments;
- Demonstrated proficiencies on the FCAT 2.0 or a FLDOE end-of-course assessment; or
- Written review of the criteria utilized for a given subject provided by the former school.

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

#### International Exchange Students (School Board Policy 5.045)

When an international exchange student enters a Palm Beach County school 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 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 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.

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 (See policy 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

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0900-6.09091 and 6A-6.0905; School District of Palm Beach County Plan for Services to English Language Learners that can be found <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>)



ELL students are identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2).

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

A student who is age appropriate for high school must be placed in at least the 9<sup>th</sup> grade. However, programmatic assessment must still be conducted and documented for students in sixth through eighth grade. (District ESOL Procedures Manual Section 5-4) The manual is located at: <http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.asp> .

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. Parents have the right to choose the ESOL Instructional Model (sheltered, support, dual language) in which their child is served. State Board of Education Rule 6A-6.0902 (3)(d).

ELLs are scheduled into classes that fulfill graduation requirements and the District Student Progression Plan. ELLs are also placed in courses based on completed academic coursework, regardless of the language in which the coursework was done. High school placement procedures can be found in Section 5 of the District ESOL Procedures Manual. The manual is located at: <http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.asp>.

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

~~Students with an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)~~

~~A Section 504 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, learning, concentrating, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility. In addition, students with impairments that are episodic or in remission are eligible during the time the impairment is active.~~

~~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 Section 504 Accommodation Plan. Until that review is complete, the School District must implement the current 504 Accommodation Plan to the maximum extent reasonable in the current placement.~~

### Section 504 Eligibility

A student is eligible for accommodations under Section 504 of the Rehabilitation Act of 1973 (Section 504) if the student is determined to have a physical or mental impairment that substantially limits one or more major life activities of such student.

In addition, a student with either a record of impairment, or who is regarded as having an 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 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 an 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.

An episodic or remissive impairment that substantially limiting a major life activity is consider a disability, when active.

An 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 an 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 an impairment substantially limits a major life activity.

### Exceptional Student Education (ESE)

#### ESE

(State Board of Education Rules 6A-6.03028; 6A-6.03019(1); 6A-6.0331; 6A-6.0361; School Board Policy 5.725 “Exceptional Student Education Policies and Procedures (SP & P)”)

Individual educational plans (IEPs) for students who transfer from school districts within Florida:

If an exceptional education student who had an IEP that was in effect in a previous Florida school district transfers to the school district and enrolls in a new school, the school district (in consultation with the parents) will provide a free appropriate public education (FAPE) to the student, which includes services comparable to those described in the child’s IEP from the previous Florida school district, until the school district does either of the following:

- Adopts the child’s IEP from the previous school district
- Develops, adopts, and implements a new IEP that meets the applicable requirements of State Board of Education Rules 6A-6.03028 or 6A-6.030191, F.A.C.

### IEPs for Students Who Transfer from Outside Florida:

If an exceptional education student who had an IEP that was in effect in a previous school district in another state transfers to the school district and enrolls in a new school within the same school year, the school district (in consultation with the parents) will provide the child with FAPE (including services comparable to those described in the child’s IEP from the previous school district), until the school district does both of the following:

- Conducts an initial evaluation in accordance with State Board of Education Rule 6A-6.0331, F.A.C. (if determined to be necessary by the school district)

- Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements of State Board of Education Rules 6A-6.03011 through 6A-6.0361, F.A.C.

## REQUIREMENTS FOR EARNING CREDIT

Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. [Florida Statute §1003.24] (School Board Policy 5.09 (1) 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 [Florida Statute §1003.21] and (School Board Policy 5.0901)

Mastery or proficiency is based on defined levels of performance reflective of local, state or national criteria that include but are not limited to Sunshine State Standards, Next Generation Sunshine State Standards, Career and Technical Education curriculum frameworks, Advanced Placement, International Baccalaureate, 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 on predetermined standards.

~~Because 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% 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.~~

To be awarded one-half (½) credit in a high school course that does not require an end-of-course examination, a student must be present for at least sixty-seven and one-half (67½) hours or one-hundred thirty-five (135) hours for a full credit. This does not apply to virtual or performance-based instructional settings [Florida Statute §1003.436 (2)]. A student who has received fewer than sixty-seven and one-half (67½) hours of instruction **must** demonstrate mastery of the content taught in the course. Mastery is demonstrated by:

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

### Student Absences For Religious Reasons (School Board Policy 5.095)

Per School Board Policy 5.095, sStudents shall be excused from attendance on a particular day or days, or for part of a day, and from any examination, study, or work assignment for religious instruction, observation of a religious holiday. Students may make up any examination, study or work assignment which has been missed for religious purposes. Prior to the student's absence for religious reasons, a written request must be provided by the parent or guardian.

The religious instruction shall be the responsibility of the religious institution.

In the event of a complaint regarding the failure of the school's to provide for religious accommodations, the complainant should appeal to the Area Superintendent or the Superintendent's designee.

Students with an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)

~~In the case of a student with excessive absences, a 504 Team should be convened to determine if the absences are caused by the disability of record in the active Section 504 Accommodation Plan. If the Section 504 Team determines that the absences are caused by the disability, the student's Section 504 Accommodation Plan must be re-evaluated as to the appropriateness of the current accommodations. The Section 504 Accommodation~~

~~Plan must address any additional accommodations needed, which may include the possible waiver of the attendance guidelines in determining grades. If the Section 504 Team determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student. Documentation of the Section 504 Team should be provided on the form entitled ADA/504 Record. (PBSD-1468).~~

### Excessive Absences

~~When a student on an active Section 504 Accommodation Plan has been in attendance for less than ninety (90) percent of class time, the student must demonstrate mastery.~~

~~In each case, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability on 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.~~

~~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.~~

~~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, pass the nine-week assessment, and/or earn passing grades.~~

~~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.~~

### ESE-Eligible Students

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting must be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one indicator of a student's access to instruction. (State Board of Education Rule 6.0331 (1) (c); School Board Policy 5.725 and its referenced SP&P ~~at page 20~~) 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)" at 70-71 and State Board of Education Rule 6A-6.03411.

### MAKING UP WORK

High school students are expected to attend school regularly and be on time for classes. (School Board Policy 5.09 (1)) Each school's student handbook outlines the attendance procedures for that school. All school procedures must conform to the following district procedures:

- Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. It is the responsibility of the student to request make-up work missed because of absences. Students are given one day for each day of absence to complete makeup work unless unusual circumstances indicate an extension. The principal or designee must approve any extension.
- Parent(s)/guardian(s) are to be notified by telephone or by mail when lack of attendance endangers the student's grades.
- ~~An "e-Excused"~~ Absence ~~is~~:
  - Student illness - If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance.
  - Medical appointment
  - Death in the family
  - Observance of a religious holiday or service that is recognized as such by all members of the faith (School Board Policy 5.095)
  - Subpoena by a law enforcement agency or mandatory court appearance

- 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))

An unexcused absence is any absence that does not fall into one of the above excused absence categories. Each school in the District must determine if an absence or tardiness is excused or unexcused according to the criteria established (School Board Policy 5.09 (3) (b)).

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

Should questions arise regarding this OSS rule, principals will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the area Superintendent if a conflict arises. ~~All make-up work should be completed within two weeks of the end of the semester, unless the student's principal makes an exception. Students will be given the opportunity to make up final exams missed during an OSS.~~

~~Students participating in the Alternative to Out-of-School Suspension (ATOSS) program will have the opportunity to make up missed work as stated within School Board Policy 5.18155.~~

~~All make-up work should be completed within two weeks of the end of the semester, unless the student's principal makes an exception or as provided in a student's individual plan.~~

## STUDENT WITHDRAWALS

### Prior to the Last Two Weeks of the Semester

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

### During the Last Two Weeks of the Semester

A student who leaves before the close of the school term shall receive grades on the report card covering the periods in attendance. A student will not meet promotion requirements unless he or she enrolls in another school to complete the academic year. Students who leave school during the last two weeks of any semester must show evidence that the withdrawal is mandatory, and the student must successfully complete any necessary examinations, as appropriate, in order to receive course credit. Principals are authorized to make arrangements for the administration of examinations.

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

## Student Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a home education program, custodial parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, in writing, of the intent to provide home education for the student. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program [Florida Statute §1002.41] and (School Board Policy 8.14 (3), (4) and (5)).

Home Education correspondence should be mailed to:

School District of Palm Beach County  
Fulton-Holland Educational Services Center  
Home Education Office  
3308 Forest Hill Boulevard, Suite C-~~236-141~~  
West Palm Beach, FL 33406-5813

### CURRICULUM

The School District of Palm Beach County Curriculum incorporates the strands, performance standards and benchmarks that delineate student performance standards as defined by the Florida Department of Education *Sunshine State Standards*, *Sunshine State Standards for Special Diploma*, ~~or Next Generation Sunshine State Standards~~ or Common Core State Standards (CCSS) ([Florida Statute §1003.41]; (State Board of Education Rule 6A-1.09401)). The curriculum includes benchmarks for:

- 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.

The 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 year-long 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.

~~Credit and graduation requirements have been modified by recent legislation, including Senate Bill 4, as well as recent State Board of Education Rules, including SBER 6A-1.09422 “Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements”. The contents of this Plan shall be interpreted consistently with the new requirements and the Florida Department of Education’s interpretations of these State-mandated provisions.~~

~~Transfer of High School Credits and graduation requirements have been revised by recent legislation, including State Board of Education Rule 6A-1.09941, Florida Administrative Code (F.A.C.), 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>~~

#### Academically Challenging Curriculum to Enhance Learning (ACCEL) Options [FLORIDA STATUTE §1002.3105]

The School District of Palm Beach County 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 student in kindergarten through grade 12. The school principal informs parents and students of the available ACCEL options [Florida Statute §1002.3105(2)(a)]. The ACCEL additional school-based options can be the following:

- enriched science
- technology, engineering, and mathematics (STEM) coursework
- enrichment programs
- flexible grouping
- advanced academic course
- combined classes
- self-paced instruction
- curriculum compacting
- advanced-content instruction
- telescoping curriculum

The school principal initiates student ACCEL participation in promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects based on the student grade level performance based on standards and acceleration.

The decisions to accelerate a student shall follow State statute and be based upon multiple factors and the professional judgment of the principal and staff with the principal making the final decision. Decisions shall be made on a case-by-case basis. Each principal must establish student eligibility requirements for ACCEL options.

An acceleration decision that would result in a student attending a different school must follow District eligibility requirements and procedures, including verification of facility capacity, class size, and transportation availability. Principals and the District must consider, at a minimum, as student eligibility requirements:

(a) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to Florida Statute § 1008.22.

(b) The student's grade point average.

(c) The student's attendance and conduct record.

(d) Recommendations from one or more of the student's teachers in core-curricula courses as defined in Florida Statute § 1003.01(14) (a)-(e).

(e) A recommendation from a school counselor if one is assigned to the school in which the student is enrolled.

For more information regarding ACCEL options available at particular schools, their eligibility requirements, and the process, parents should contact the school directly.

### Standards and Acceleration

The School District of Palm Beach County provides unique learning opportunities for students on various levels of learning:

- All students will receive a world-class, rigorous curriculum that meets the requirements of the Florida Next Generation Sunshine State Standards and State graduation requirements while offering a variety of electives.
- Students who are on grade level will receive the highest possible level of instruction to meet proficiency and beyond.
- Students performing below grade level will receive an intensive instructional curriculum that provides an instructional pathway and learning environment for students to meet or exceed the skills/benchmarks not yet mastered by utilizing: required intensive coursework that is rigorous and implemented with differentiated instructional strategies, credit recovery options, virtual coursework, tutorial programs, and other acceleration options. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Remediation options vary from school to school.
- Students performing above grade level will receive a differentiated curriculum that may include:
  - At the high school level: Advanced Placement courses, International Baccalaureate courses, AICE courses, virtual courses, and dual enrollment courses;
  - Students will be offered the highest possible level of instruction to meet proficiency and beyond. Accelerated and enrichment options vary from school to school, but are available at all schools.

## **FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY**

### GOAL 3: STUDENT PERFORMANCE

There are a number of processes and abilities used in all subject areas that are also important to success in everyday life at home, in the community and in the workplace. These practical but highly important cross-disciplinary processes and abilities have been identified as standards under Goal 3 in the document *Florida's System of School Improvement and Accountability*. The first ten standards focus specifically on student achievement and the first four of these standards are assessed on the Florida Comprehensive Assessment Test [2.0](#) (FCAT [2.0](#)).

The Goal 3 Standards should be an integral part of daily classroom instruction and assessment in every subject area at every grade level.

Instruction that focuses on the first ten of the eleven Goal 3 standards will help students apply specific content knowledge in real world situations and become successful as:

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

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

### **CAREER & TECHNICAL EDUCATION PROGRAMS SPECIAL PROGRAMS**

**ALL** Students in the School District of Palm Beach County are eligible for consideration and for participation in [Career & Technical Education Programs](#).

#### Career Education Programs

Recent legislation [Florida [Statute](#) §§1003.491; 1003.492] has substantially changed many of these programs and has mandated placement and productivity standards as conditions for continued funding. It is essential that parents, students, teachers, school counselors and administrators be aware that individual job-preparatory courses do not stand alone but are part of a planned program of study leading to occupational proficiency and program completion. Not **all job preparatory programs are offered at all high schools.**

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, including 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, and cultural awareness; and intellectual curiosity. A student who completes selected Career and Technical Education job-preparatory courses may elect to substitute the course for one required credit in science as specified in the *Course Code Directory* published annually by the Florida Department of Education.

Career Academies [Florida Statute §§1003.491; 1003.492] and School Board Policy 5.016 and its referenced Choice Programs manual. located at: <http://www.palmbeachschools.org/choiceprograms/choicebooklet.asp> .

Students may enroll in a Career Academy or a career-themed course sequence, which will provide them with intensive career-preparation. A Career Academy is a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum. Students completing career 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:

- Career Education Program Completion Certificate
- Articulated credits through Career Pathways (local and statewide)
- Dual enrollment credits
- State Licensure (If applicable)
- Florida Bright Futures Vocational Gold Seal Scholarship

### Career Education Program Completion Completor Certificate

A Career Education Program Completor Certificate is awarded to students who successfully complete all courses in a Career & Technical Education program as set forth by the State of Florida Department of Education and outlined in the District Career Education Resource Manual. The Manual can be found on the District Website at <http://www.palmbeachschools.org/9044ce/documents/SY100CPCourseManual.pdf>.  
[http://www.palmbeachschools.org/9044ce/pages/cte\\_resource\\_manual.asp](http://www.palmbeachschools.org/9044ce/pages/cte_resource_manual.asp) .

Beginning in middle school, a student can begin a Career & Technical Education (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 Career and Technical Education courses upon matriculation into postsecondary [Florida Statute §§1007.22; 1077.235]. 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)

(<http://www.palmbeachschools.org/choiceprograms/ChoiceBookletProceduresManual.asp>)

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

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 [Florida Statute §1003.451(2)(a) and(b)]

English Language Learners (ELLs) (State Board of Education\_Rules 6A-6.0902, 6A-6.0903; 6A-6.0904; 6A-6.0908)

Students who are identified as ELLs must be provided equal access to the general curriculum as defined by the School District of Palm Beach County curriculum guidelines. The general education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student's English Language Learner Plan documents the instructional strategies required to ensure the student an equal opportunity to master the general education curriculum in the least restrictive environment. See School District of Palm Beach County's ESOL Procedures Manual (Section 2) for a full explanation of the services and models. (<http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.asp> )

Dropout Prevention (DOP)/Alternative Education (AE)/DJJ/Youth Services Programs (State Board of Education Rules 6A-6.052 through 6A-6.05292) and [Florida Statutes §§ 1003.51, 1003.52, 1003.53, and 1003.54]

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

Students who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors may be considered eligible. Students identified as English Language Learners (ELLs) and/or eligible for Exceptional Student Education (ESE) who meet the eligibility criteria for dropout prevention may be considered for placement. See School Board Policy 8.13 and the referenced the DOP/AE/DJJ/Youth Services Programs Manual which is [found in Alternative Education Documents located in: http://www.palmbeachschools.org/9304/AltEdDocuments/Alt\\_Ed\\_Manual.pdf](http://www.palmbeachschools.org/9304/AltEdDocuments/Alt_Ed_Manual.pdf). Various programs and support activities are available in many schools throughout the School District. The District provides educational services to students in Youth Services and DJJ programs as set forth in this manual.

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

1. an alternative education (dropout prevention) performance-based (competency-based) program that allows for shortened instructional time and awards credits for the mastery of seventy percent (70%) of the course performance standards; or
2. an approved alternative education (dropout prevention) course modification program designed for a time variation (shortened or lengthened time for in-class instruction), alternative methods of assessments of student performance, or integration of course performance standards into interdisciplinary units of study.

When courses are modified to incorporate a range of performance standards, students may be awarded duplicate credits for mastery of duplicate performance standards.

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

#### Performance-Based Exit Option Model

(State Board of Education Rule 6A-6.10212); [\[Florida Statutes §§ 1003.435\]](#)

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 both the FCAT [2.0 \(reading and math, or the algebra 1 end-of-course exam instead of math for students entering 9<sup>th</sup> grade in 2011-12](#), or alternate assessment) and the GED tests may be awarded [this a performance-based](#) diploma. ~~The~~[This](#) performance-based diploma may not provide the same post-secondary options as a standard diploma. (State Board of Education Rule 6A-6.0212)

#### Gifted Education

(State Board of Education Rule 6A-6.030191)

Students enrolled in the gifted program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. A continuum of services for gifted students (Honors, Advanced Placement AICE, and International Baccalaureate) is offered in schools strategically located throughout the School District.

For more information regarding these programs refer to School Board Policy 5.725- *Exceptional Student Education Policies and Procedures*, and its referenced SP& P ~~particularly at pages 121-126 and 46 and Appendix A-2 and C~~ relating to gifted students.

#### Students with an Active Section 504 Accommodation Plan

(Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)

~~Any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan is the decision of the Section 504 Team, if it is addressed in the Section 504 Accommodation Plan. Parent(s)/guardian(s) of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the Section 504 Accommodation Plan, and must be given the opportunity to SDPBC Student Progression Plans FY11 H/21 Effective September 7, 2010 provide input on decisions made by the Section 504 Team. Thus, the individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the general education curriculum in the least restrictive environment.~~

To insure compliance for all school decisions made under Section 504 and ADA, two components are necessary. First, parent(s)/guardians(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.

## Exceptional Student Education (ESE) Students

Pursuant to School Board Policy 5.725, IEPs for students with disabilities, who are enrolled in an Exceptional Student Education (ESE) program, must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. See State Board of Education Rule 6A-6.03028 (1) and (3); and Policy 5.725 ~~and its referenced SP& P particularly at pages 95-103~~. All students must be given access to the general curriculum as defined in the School District of Palm Beach County Curriculum Guidelines as is appropriate in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one or more content areas may be more appropriate. The 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 includes the parents, makes special program placements and the educational decisions. The IEP Team develops a statement of measurable annual goals, ~~including benchmarks or short-term objectives~~ related to meeting the student's needs that result from the student's disability. The IEP should enable the student to be involved in and progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities, as well as meeting each of the student's other educational needs that result from the student's disability (State Board of Education Rule 6A-6.03028).

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

The IEP may specify whether \*accommodations/\*\*modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as developed by the IEP Team. The IEP contains an explanation of the extent, if any, to which the student will participate with nondisabled students in the general education class (SP & P ~~on pages 95-103~~).

A student with a disability may only be removed from the general education environment 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 (SP & P ~~on pages 95-103~~).

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

The IEP for each student with a disability must include during the student's eighth (8<sup>th</sup>)-grade year or during the school year of the student's fourteenth (14<sup>th</sup>) birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (State Board of Education Rule 6A-6.03028).

Beginning by the student's sixteenth (16<sup>th</sup>) birthday (or younger, if determined appropriate by the IEP team), the IEP must include a statement of needed transition services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The School District must invite the student to that meeting, as well as any other agency representative necessary or helpful to assist in the student's post-secondary transition. Consent from a parent or the student that has reached the age of majority is required in order to invite an agency representative to attend (State Board of Education Rule 6A-6.03028).

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

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

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

### Home Education Program (School Board Policy 8.14)

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

Home Education correspondence should be mailed to:

School District of Palm Beach County  
F.H.E.S.C. Home Education Office  
3308 Forest Hill Boulevard, Suite C-~~236~~141  
West Palm Beach, FL 33406-5813

### Virtual Instruction



[Florida Statute §§1002.37, 1001.42 (23)]; and (State Board Education Rules 6A-6.0980 and 6A-6.0981)

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 School District of Palm Beach County provides full-time K-12 and part-time 6-12 instructional programs.

A student who is a full-time student attending a traditional public school in the District must have permission from his/her school counselor and principal to enroll in virtual education courses. Students may enroll as full-time virtual students in grades K-12. For more information, see the program descriptions that can be found at [www.palmbeachvirtual.org](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 ninth 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. Students may take these courses online outside of or as a part of the school day (House Bill 7197) and [Florida Statute §1002.45].

Registered home education students may take a partial or full schedule with FLVS in accordance with Florida Statute §§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.

### School-to-School Programs

Distance learning ~~is~~ may be available from school-to-school for selected courses identified by the principals of the participating schools.

### Acceleration Mechanisms [Florida Statute §1003.429]

At the beginning of each school year, students and parents/guardians of students in or entering high school **must** be notified of the opportunities and benefits of mechanisms that result in acceleration through high school and/or college (i.e., Advanced Placement, International Baccalaureate, dual enrollment, graduation options, career academy courses and courses that lead to national industry certification, Advanced International Certificate of Education Program, Florida Virtual School, and Palm Beach Virtual Community School courses) [Florida Statutes §§1003.02(1) and 1003.4295].

~~Any student who earns 9 or more credits from one or more of the acceleration mechanisms (i.e., Advanced Placement, International Baccalaureate, dual enrollment, and Florida Virtual School courses) is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term. [Florida Statute §1007.27(10)]~~

The dual enrollment program is “the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree” [Florida Statute §1007.271].

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam by the post-secondary institution. Students shall be exempt from any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute §1007.27 (6)].

Credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations [Florida Statute §1007.27 (7)].

International Baccalaureate (IB) is the curriculum whereby eligible secondary students are enrolled in a program of study offered through the IB program administered by the IB office. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and IB examination that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute §1007.27 (8)].

The Advanced International Certificate of Education Program (AICE) shall be the curricula in which eligible secondary students are enrolled in programs of study offered through the AICE Program. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute §1007.27(9)].

### Dual Enrollment Program

A# Dual Enrollment Articulation Committee made up of School District, Palm Beach State College and Florida Atlantic University personnel establishes rules, regulations, and policies of dual enrollment [Florida Statute §1007. 235].

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)] Students who are eligible for dual enrollment shall be permitted to enroll in dual-enrollment dual enrollment college courses during school hours, after school hours, and during the summer term [Florida Statute §1007.271(2)].

The Dual Enrollment Program provides an opportunity for students to simultaneously earn high school and college credit. Course credit earned in college-level courses shall be counted as college-level credit and may also be used to meet high school academic unit credit. [Florida Statute §1007.271 (1) and (7)] 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 School District of Palm Beach County pursuant to state law [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 ½ high school credit while others equal 1 credit. All dual enrollment grades ~~will~~ shall receive the same weight as an Advanced Placement course.

The Dual Enrollment Articulation Agreement lists dual enrollment courses and credits meeting specific subject area credit towards 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 Dual Enrollment Courses-High School Subject Area List on [www.FACTS.org](http://www.FACTS.org). located at: <http://www.fldoe.org/articulation/pdf/DELlist.pdf>).

Students must meet the ~~The~~ following requirements and conditions, as stated in the Dual Enrollment Articulation Agreements, ~~must be met~~ in order ~~for a student~~ to be eligible for participation in the Dual Enrollment Program:

- Be enrolled in grades 10<sup>th</sup> – 12<sup>th</sup> ~~-(B-beginning~~ in the summer after 9<sup>th</sup> grade).
- Have a minimum GPA or HPA of 3.0 ~~or higher for all courses except career/technical courses, for which a minimum 2.0 GPA or HPA is required.~~ [Florida Statute §1007.271(3)] ~~(Exception: 12<sup>th</sup>-grade students with a minimum 2.5 GPA or HPA may enroll in the Strategies for College Success course at Palm Beach State College.)~~
- Earn passing scores on either the SAT, ACT, Postsecondary Education Readiness Test (P.E.R.T.) or FCELPT as specified in the Dual Enrollment Articulation Agreement. ~~At Palm Beach State College, students who have not met the testing requirement in a particular subject area may enroll in other courses for which they have met the requirement through December 2011. Such students may not earn more than twelve college credit hours prior to the correction of all deficiencies (State Board of Education Rule 6A-14.064). Beginning January 2012, 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.
- Limit enrollment to no more than 8 total college credit hours per semester (Dual Enrollment Articulation Agreement)
- Contact the school guidance office to begin the dual enrollment application process
- Receive approval of the high school principal or designee
- Satisfy any course prerequisites
- The college/university must have space available in the requested course.

- Maintain a minimum 3.0 cumulative GPA [Florida Statute §1007.271(3)] or HPA per semester and earn a grade of C or better in any college-level course in order to continue in the Dual Enrollment Program.
- Students may not enroll in a dual enrollment course that cannot be completed prior to graduation.

Students may not enroll in Vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate instruction, ~~as well as or~~ physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, ~~are ineligible for inclusion in the dual enrollment program~~ [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. ~~Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career preparatory program, and shall not be used to enroll students in isolated career courses.~~ It is the intent of the Legislature that career dual enrollment provide a comprehensive academic and career dual enrollment program within the career center or community college [Florida Statute §1007.271 (4)].

~~Enrollment qualifications for career and technical courses are:~~

- ~~➤ a minimum 2.0 cumulative GPA and The Test of Adult Basic Education (TABE) examination must be taken within six weeks of enrollment.~~

~~Beginning with students entering grade nine in the 2006-2007 school year,~~ All all dual enrollment courses must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses [Florida Statute §1007.271 (16)].

There are no tuition, registration, laboratory fees or textbook costs to students participating in either the Advanced Placement Program or the Dual Enrollment Program [Florida Statute §1007.271 (13) and 14]. Students are responsible for textbooks that must be returned to the vendor. Fees will be charged to students who lose or damage textbooks or other course-related materials.

A student may attempt a single course a maximum of three times during their college career in a Florida post-secondary educational facility. These three attempts include withdrawals.

Registered home education students may participate in the Dual Enrollment Program [Florida §§1007.27(4) and 1007.271 (10)(a)] 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 (14)].

Twelfth-grade (12th) students who require less than six (6) credits in order to graduate may opt to complete all needed credits through the School District's dual enrollment program, if eligible. These students need not enroll in a full schedule of at least six courses through the high school. However, if a student enrolls in a high school course at-on the high school campus, the student will be required to enroll in six (6) courses (eight (8) courses in schools on a 4 by 4 block schedule). Students may not dually enroll if they will graduate prior to the end of the post-secondary 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)].

- SPECIAL NOTE: With the principal's permission, sStudents may dual enroll in select colleges or universities other than those that have Dual Enrollment agreements with the School District of Palm Beach County. However, the parent(s)/guardian(s) and/or student will be responsible for payment of fees and instructional materials. All other rights and privileges will be afforded these students as those under dual enrollment agreements (Dual Enrollment Articulation Agreement between the School District, Florida Atlantic University and Palm Beach State College).

### Early Admission to College

[Florida Statute §§1007.22 (1) and (2); 1007.27 and 1007.271 (7) and (8)]

Early admission is a public school choice option and an acceleration mechanism [Florida Statute §§1007.27 (5) and 1002.20 (6)(a)]. Students who apply for early admission to college must notify the high school principal prior to submitting an application for acceptance to a college, university or career center. In the event that a qualified student is accepted for admission to an accredited college or university prior to the completion of high school graduation requirements, the high school principal may approve the fulfillment of graduation requirements through the acceptance of college-level credit [Florida Statute §1007.27 (5)]. 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 an 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)]
- successfully complete successfully a minimum of six semesters of high school work for a student who selected the 24-credit graduation option.
- successfully complete successfully a minimum of four semesters of high school work for a student who selected one of the 18-credit graduation options.
- enroll in the post-secondary institution as a full-time student (at least 12 credit hours) and maintain full-time status (Dual Enrollment Articulation Agreement between the School District, Florida Atlantic University and Palm Beach State College).

- enroll in college courses equivalent to remaining graduation requirements (Dual Enrollment Articulation Agreement between the School District, Florida Atlantic University and Palm Beach State College) [\[Florida Statute §1007.27\(5\)\]](#).

The student may be awarded a standard diploma with his/her cohort class based on the following:

- completion of at least one college semester, or the equivalent.
- maintenance of at least a 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 §1003.429)].
- successful completion of college courses equivalent to remaining graduation requirements (Dual Enrollment Articulation Agreement between the School District, Florida Atlantic University and Palm Beach State College).
- documentation of an official transcript of college level work on file in the student’s cumulative folder.

~~Students must maintain full-time enrollment in order to continue their early admission status. [Florida Statute §1007.271(7) and (8)]~~

Registered 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 (14)].

Students may select colleges or universities other than those that have Dual Enrollment agreements with the School District of Palm Beach County. However, the parent(s)/guardian(s) and/or student will be responsible for payment of fees. All other statutory rights and privileges will be afforded these students as those under dual enrollment agreements [Florida Statute §1007.27 (5)].

## **GRADE CLASSIFICATION**

The following requirements are used to determine grade classification to the next grade level:

Classification from 9th Grade to 10th Grade:

- 19 or fewer Credits needed to graduate

Classification from 10th Grade to 11th Grade:

- 13 or fewer credits needed to graduate OR
- A passing score on both the 10th grade FCAT 2.0 Reading AND Algebra I EOC exam

Classification from 11th Grade to 12th Grade for Students Enrolled in Graduation Option A

- 7 credits or fewer needed to graduate

Twelfth-grade (12<sup>th</sup> grade) students who require less than six (6) credits in order to graduate may opt to complete all needed credits through the Adult Education ~~Center's~~ Credit Lab (limited to two courses per year), the Florida Virtual School program, Palm Beach Virtual, ~~the School District's Adult Community School Credit Lab~~ and/or dual enrollment program, if eligible (limited to 8 college credit hours per semester). These students need not enroll in a full schedule of at least six courses through the high school. However, if a student enrolls in a high school course at the high school campus, the student will be required to enroll in 6 courses (8 courses in schools on a 4 by 4 block schedule).

With the exception of students who have been accepted into an early admission program, 12<sup>th</sup> grade students transferring into the School District will be required to enroll in a minimum of 6 courses (8 courses in schools on a 4 by 4 block schedule). At least one-half of these courses must be completed at the home school in order to receive a diploma from that school.

### MID-YEAR PROMOTION

The School District classifies students as 10th or 11th or 12th graders two (2) times each year:

- 1) following the completion of the final grading period;
- 2) following completion of the first semester for students who have been previously retained in high school, in order to move to the grade level of their cohort class. For these students, the following requirements are used to determine grade classification:

Classification From 9th Grade to 10th Grade at the end of the 1st semester:

- 17.5 or fewer credits left to graduate

Classification From 10th Grade to 11th Grade at the end of the 1st semester:

- 10.5 or fewer credits left to graduate

Classification From 11th Grade to 12th Grade at the end of the 1st semester For Students Enrolled in Graduation Option A

- 3.5 or fewer credits left to graduate

## **REMEDIATION**

### REMEDIAL INSTRUCTION

Remedial and supplemental instruction resources must be allocated *first* to students who fail to meet achievement performance levels required for promotion [Florida Statute §1008.25 (3)]. The

School District provides remedial instruction for those students with substantial reading, writing, science and/or mathematics deficiencies as identified by district or state testing.

Remedial instruction shall be provided through implementation of a Progress Monitoring Plan (PMP) [Florida Statute §1008.25 (4)], 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 or guardian. If a student does not meet the minimum performance expectations, remedial instruction will be provided until expectations are met, the student graduates from high school or the student is not subject to compulsory attendance.

Credits earned in remedial instruction courses must be in addition to, but may not be in lieu of, English and mathematics credits required for graduation. These courses will be considered ~~for~~ elective credits [Florida Statute §1003.43 (2)]. Students who do not pass the required state assessment test are provided remedial instruction and must retake the test during 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 [Florida Statute §1003.43 (10) (b)].

Remedial instruction is also provided for students who fall below standards for classification to the next grade level. Students identified as below the credit or grade level requirements for classification may take courses for forgiveness (see Forgiveness Rule) or credit accrual through summer school (if offered), the Adult Education Center's (AEC) Credit Lab, the AEC Adult High School Credit Program and/or AEC FCAT 2.0 remediation courses, various Adult Community School Programs, Palm Beach Virtual Community School, E2020, and the Florida Virtual School. Other credit programs may be developed by the School District to assist students toward meeting classification requirements.

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

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

A federally-required student plan that addresses specific needs, such as an

- Individualized Education Plan (IEP)
- A school-wide system of progress monitoring for all students
- An individualized Progress Monitoring Plan (PMP) [Florida Statute §1008.25(4)(a)-(b)]

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.

~~A student will require an individual PMP prior to receiving an intervention plan under the School Based Team (SBT) / Response To Intervention (RtI) process.~~



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

1. Each student who does not meet the levels of performance as determined by the School District (defined on the *Identification of Students In Need Of Remediation* charts) must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention [Florida Statute §1008.25(4)(a)].
  - Data from the additional assessments are to be used to formulate the student's PMP.
  - Diagnosis and remediation will occur as soon as possible after a student has been identified as needing mandatory remediation. Diagnostic assessments may include:
    - a portfolio of student work
    - teacher assessment
    - text/placement tests
    - diagnostic software results

If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.

For each year in which a student scores at Level 1 on 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. Guidance will be provided regarding appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. However, for reading intervention services a Good Cause Exemption exists. For this, students who scored a Level 1 or Level 2 on FCAT 2.0 Reading, but who scored a Level 3 or above during previous three consecutive years, do not need to take a reading intervention course. These students must have an Academic Improvement Plan (not a Progress Monitoring Plan) which includes monitoring throughout the year. Reading courses shall be designed and offered pursuant to the K-12 Comprehensive Reading Plan [Florida Statute §1003.4156(1)(b) and State Board of Education Rule 6A-6.054 (2)].

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)]

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.

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

All PMPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s)/guardian(s) [Florida Statute §1008.25(4)(b)] and approved by the principal.

In the case of students receiving continued remediation, recommendations of the sending teacher(s) are to be reviewed as a part of the PMP process.

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
- the monitoring and reevaluation activities to be employed

### Science, **Mathematics**, and English Performance Standards

High school students are expected to receive passing grades in the required science, **mathematics**, and English 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.

### ESE Students

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

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

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

SUMMER SCHOOL  
(School Board Policy 2.37)

### Program Description

Identified students may attend Summer School in order to maintain progress toward meeting regular promotion requirements. The School District's offering of summer school may depend on budgetary considerations. Summer school, if offered, provides students with:

- additional time to complete course requirements
- assistance in completion of credit requirements necessary for promotion

- continuation of academic skills as part of the curricular continuum

Please refer to the Post-School Procedures and/or the current Summer School Implementation Manual, under Summer School, for options located at the following:  
<http://www.palmbeachschools.org/safeschools/SummerSchool.asp>.

### Students Enrolled in General Education Courses

A student currently enrolled in grade nine (9), ten (10), or eleven (11) may be eligible to attend Summer School (if offered) to retake a core course (English, mathematics, science or social studies) in which the grade earned was **F**.

Course availability will depend on sufficient enrollment. Instruction in a course being repeated by a student should focus on the student performance standards **not** met during the regular school year.

A student currently enrolled in grade twelve (12) is eligible to attend Summer School to:

- 1) retake a core course (English, mathematics, science or social studies) in which the grade earned was **F**; **OR or**
- 2) retake a course in which the student earned a **D**, ~~**F**~~ if the GPA is below that required for graduation; **OR or**
- 3) take an elective credit that will enable the student to meet the course or GPA graduation requirements.

A semester examination will count 1/5 of the student's final grade as it does during the regular year. No semester examination exemptions are permitted during Summer School.

### Students Enrolled in Home Education

Registered home education students may participate in summer school if it is available and if they meet the same eligibility requirements that have been established for all regularly attending students.

### Attendance

Summer School class time is limited; therefore, absences generally are not excused. ~~More than one (1) day absence per semester may result in dismissal from class without credit. A student who does not take a semester exam will receive a grade of F for the course.~~

~~Two (2) class tardies will be treated as one absence. A tardy is defined as arrival up to 30 minutes after class begins.~~

~~Students arriving more than 30 minutes after the beginning of the school day are marked absent.~~

Students Enrolled in High School Courses (See Summer School Manual). Students taking high school credit courses who are dismissed from class will not receive credit for the course.

Students who take courses in the e2020 summer school lab may be dismissed if they are absent more than two days during their summer school enrollment.

## ~~EXTENDED SCHOOL YEAR (ESY)~~

### English Language Learners (ELLs)

~~The purpose of Extended School Year (ESY) services for English Language Learners (ELL) (if available) is to provide beginning and some intermediate English speakers with the opportunity to develop their oral language. This is accomplished through content related instruction in a non-threatening environment that promotes the use of oral English. In order to be eligible for ESY, placement on the student's individual ELL Plan must show that additional English oral language development is needed.~~

### ESE Students Enrolled in ESE Programs

(State Board of Education Rule 6A-6.03028-(3)(g)(11))

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

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

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

## IDENTIFICATION OF STUDENTS IN NEED OF REMEDIATION

The following ~~information charts show the identified performance levels as they relate to the FCAT 2.0 NGSSS, End-of-Course Assessments, FCAT Writing and (SRI-1, optional additional~~

assessment). ~~The chart~~ 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 (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.

The following information is based upon Florida Statute §1008.25 (4).

### Reading

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 (Florida Rule 6A-6.054 – K-12 Student Reading Intervention Requirements), The School District of Palm Beach County 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 or more years below grade level as determined by the Lexile score on 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.
- If a student (FCAT Reading 2.0 Level 1 or 2) is not two or more years below grade as determined by the Lexile score on FAIR, but does have 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.
- If a student (FCAT Reading 2.0 Level 1 only) is not two or more years below grade level as determined by the Lexile score on 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.
- If a student (FCAT Reading 2.0 Level 2 only) is not two or more years below grade level as determined by the Lexile score on 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.

\*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 Reading 2.0 tests.

Algebra 1 (2011-2012 Grade 9 Cohort and Younger)

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

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

\*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 earn credit for Algebra 1 (Florida Statute 1008.22(2.a)).

Students scoring a level 1 or 2 on the Algebra 1 EOC who need to retake the assessment must receive remediation which can be provided with in a variety of ways (State Statute 1003.428(2)(b)(2)-General requirements for high school graduation).

- Remediation in a mathematics class during the regular school day.
- Remediation in another subject area course during the regular school day.
- Remediation in a before or after school remediation program or class.
- Remediation as part of an online course.
- Remediation through other methods.

## **GRADUATION REQUIREMENTS**

Students are required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless he requirements change for the entire class, **or** unless requirements are changed for all students by Florida Statute..

Graduation requirements prescribed by Florida Statute may not be waived. Refer to the ~~2010-2011-2012-2013~~ Student and Family Handbook for Graduation Requirement charts. (<http://www.palmbeachschools.org/Students/StudentandFamilyHandbook.asp>) The specific exceptions pertaining to transfer students are referenced in student section. 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 may be viewed at: <http://info.fldoe.org/docushare/dsweb/Get/Document-6420/dps-2012-78.pdf>.

Schools shall provide parents of ninth graders with information concerning the 3-year and 4-year high school graduation options listed in Florida Statute §1003.429 (1), including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. The information must include a timeframe for achieving each graduation option [Florida Statute §1003.429(3)(1)].

Course descriptions meet the requirements of State Board of Education Rules 6A-1.09412 and 6A-1.09401.

## GRADUATION REQUIREMENTS FOR A STANDARD DIPLOMA

### Assessment Requirements

In order to receive a standard diploma, students must achieve passing scores (Level 3 or above) on the Florida Comprehensive Assessment Test (FCAT) 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 Statute §§1008.22(3)1003.428(3), 1003.43(4), and 1003.438] (State Board of Education Rule 6A-1.0995 and 1.09961).

Beginning with the ~~2010-2011~~ 2011-2012 school year, ~~the administration of grade 9 FCAT 2.0 Mathematics shall be discontinued, and beginning with the 2011-2012 school year,~~ the administration of grade 10 FCAT Mathematics ~~shall be~~ was discontinued, except as required for students who have not attained minimum performance expectations for graduation. Beginning with the students entering 9<sup>th</sup> grade for the first time in 2011-2012 and thereafter, students must achieve passing scores on the Algebra 1 End-of-Course Exam (EOC). The graduation requirement of earning Algebra 1 credit is reliant upon achieving a proficient score of Level 3 on the Algebra 1 EOC.

A student may satisfy the Reading FCAT 2.0 requirement by achieving an equivalent or concordant score on an alternate assessment, the ACT or SAT [Florida Statute §§1008.22(10) and (11)].

The Concordant scores for ACT and SAT in Reading and Math updates can be found at <http://fcat.fldoe.org/pdf/fcatpass.pdf>.

- ~~• For students designated as 12<sup>th</sup> graders during the 2009-2010 school year, or students who received a certificate of completion prior to and including 2009-2010, and all other students who achieved the score prior to 11/30/09: ACT Reading 15, Math 15; SAT Reading 410, Math 340.~~
- ~~• For all other students who did not achieve the score prior to 11/30/09: ACT Reading 18, Math 15; SAT Reading 420, and Math 340.~~

Students who have met all of the requirements for the standard high school diploma except for the passing of the Reading FCAT 2.0 or an alternate assessment by the end of grade 12 must be given the opportunity to participate in an accelerated high school equivalency diploma preparation program, including Reading FCAT 2.0 remediation and GED preparation, 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)].

### FCAT 2.0/EOC Waiver for ESE Students

As for students with a disability, see below as to the criteria for waivers from this graduation requirement [Florida Statute §§1008.22(3)(c)~~5~~, 1003.428(3), 1003.43(4), and 1003.438] (State Board of Education Rule 6A-1.0995 and 1.099~~617~~).

FCAT 2.0/Algebra 1 End-of-Course Exam (EOC) Waiver for ESE Eligible Students (Florida Statutes 1003.43 (11) (b) and SP&P ~~page 111~~)

\*The FCAT 2.0 /Algebra 1 EOC graduation waiver 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.

\*In order for the FCAT 2.0/Algebra 1 EOC 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.

\*Eligibility criteria -to be considered for a waiver from the FCAT 2.0/Algebra 1 EOC graduation requirement for a standard high school diploma, the student must:

- Be identified as having a disability as defined in s. 1007.02(2), F.S.
- 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)
- 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, participation in Reading FCAT 2.0 during March of the senior year is recommended.

~~\*A student who transfers from another state in 12th grade must pass the grade 10 FCAT or an alternate 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 or she is transferring OR meet Florida's course requirements in order to earn a standard diploma.~~ A transfer ESE eligible student may be considered for the waiver.

Course Credit Requirements [Florida Statute §1003.436 (2)]

Credits are awarded in one-half ( $\frac{1}{2}$ ) 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 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. Students may take these courses online outside of or as a part of the school day (House Bill 7197 and Florida Statute § 1002.45).

### Grade-Point Average Requirements

GPA is defined as the numerical average represented by the point value of the letter grades earned divided by the number of **semester grades courses**. The point value is based on a standard scale of 4.0 with no weighting factor for different levels of difficulty. The scale is based on 4.0 (A), 3.0 (B), 2.0 (C), 1.0 (D) and 0 for any other grade. [Florida Statute §1003.437]

Students **must** earn a minimum grade point average (GPA) of 2.0 on a 4.0 scale for all credits attempted except for those replaced according to the forgiveness rule. [Florida Statute §1003.428 (4)(d)]

### FOUR-YEAR, 24-CREDIT TRADITIONAL OPTION

~~Twenty-four (24) credits earned in grades 9-12.~~ The 24 credits may be earned through applied, integrated and combined courses approved by the Department of Education. [Florida Statute §1003.428 (2)]

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 course taken during grades 6-8 fulfills this requirement [Florida Statute §1003.428 (2)(c)].

#### ➤ **English –**

4 credits (English I, II, III and IV) with major concentration in composition, reading for information, and literature.

#### ➤ **Mathematics –**

~~(See below for year-specific requirements)~~

~~**A. Three (3) credits for the students who entered ninth grade prior to and including 2006-2007**—One of the three mathematics credits required for graduation must be in Algebra I, **OR** a series of courses equivalent to Algebra I, **OR** a higher-level mathematics course. [Florida Statute §1003.43 (1) (b)] (2010 Senate Bill 4) The 3 required mathematics credits must be earned in grades 9-12. However, students who score a minimum of 550 on the mathematics portion of the Scholastic Assessment Test (SAT) or a minimum of 24 on the mathematics portion of the American College Test (ACT) may be exempt from the requirement that the 3 credits be earned in grades 9-12 and may use high school credits earned at the middle school toward the three-credit graduation requirement. High school courses taken at the middle school and the grades earned in those courses will remain as part of the student's academic record.~~

~~**B. Four (4) credits including those indicated below. for students entering the ninth grade in 2007-2008** and thereafter. One of the four mathematics credits required for~~

~~graduation must be in~~ Algebra I, OR a series of courses equivalent to Algebra I, OR a higher-level mathematics course. [Florida Statute §1003.428 ~~(2)(a)2~~(1)(b)]

A. The cohort of ninth graders who enrolled in Algebra 1 in 2010-2011 took the end-of-course Algebra 1 exam, which counted as 30% of the final grade [Florida Statute §1008.22(3)(c)(2)a.(1)].

Students who enrolled in Algebra 1 in 2011-2012 and thereafter must pass the end of course Algebra 1 exam in order to earn Algebra 1 credit [Florida Statute §1008.22(3)(C) (2) a. (1)].

Algebra 1 End-of-Course (EOC):

I. All students enrolled in and completing the following courses:

- Algebra 1 – 1200310

- Algebra 1 Honors – 1200320,

- Pre-AICE Mathematics 1 – 1209810

- IB MYP – Algebra 1 Honors – 1200390

II. All students who have previously scored non-proficient on the Algebra 1 EOC.

Beginning with students entering grade 9 in the 2012-2013 school year, in addition to the Algebra I and geometry credit requirements, one of the four credits in mathematics must be Algebra II. The graduation requirement of earning Algebra 1 credit is reliant upon earning a proficient score of Level 3 on the Algebra 1 EOC.

For students entering grade 9 in the 2012-2013 school year and thereafter, one mathematics credit must be Algebra 2 or a series of course equivalent to Algebra 2.

~~B. one of the four math credits must be in~~ Geometry,

~~Beginning with students entering 9<sup>th</sup> grade in 2010-2011 and thereafter, in addition to the Algebra I requirement.~~ (2010 Senate Bill 4) [Florida Statute §1003.428 (2)(a)2] (moved from below).

The cohort of ninth graders who enrolled in Geometry in 2011-2012 took the end-of course exam, which will counted as 30% of the final grade [Florida Statute §1008.22(3)(c)(2)a(1).

Geometry End-of-Course (EOC):

I. All students enrolled in and completing the following courses:

- Geometry – 1206310

- Geometry Honors – 1206320

- Pre-AICE Mathematics 2 – 1209820

- IB MYP – Geometry Honors – 1206810

II. Students who have previously scored non-proficient on the Geometry EOC.

Students who enroll in Geometry ninth grade in 2012-2013 and thereafter must pass the end-of-course Geometry exam in order to earn Geometry credit [Florida Statute §1008.22(3)(c)(2)a.(1). The graduation requirement of earning Geometry credit is reliant upon earning a proficient score of Level 3 on the Geometry EOC.

NOTE: 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 end-of-course assessment results waived for the purpose of determining the student's course grade and credit.

Algebra II is required for students entering ninth grade in 2012-2013 and thereafter (2010 Senate Bill 4) [Florida Statute §1003.428 (2)(a)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 Scholastic Assessment Test (SAT) or a minimum of 24 on the mathematics portion of the American College Test (ACT) may be exempt from the requirement that the 3 credits be earned in grades 9-12 and may use all high school math credits earned at the middle school toward the four credit graduation requirement. (Students should be reminded that meeting only minimum mathematics credits ~~could inversely~~ may adversely impact college admission).
- High school courses taken at the middle school and the grades earned in those courses will be included on the high school transcript ~~remain as part of the student's academic record.~~

[Move above, as amended] Beginning with students entering 9<sup>th</sup> grade in 2010-2011 and thereafter, one of the four math credits must be in Geometry in addition to the Algebra I requirement (2010 Senate Bill 4).

[Move above, as amended] The cohort of ninth graders who enrolled in Geometry in 2011-2012 took the end-of-course exam, which counted as 30% of the final grade. Students who enroll in Geometry in 2012-2013 and thereafter must pass the end-of- course Geometry exam in order to earn Geometry credit. Algebra II is required for students entering ninth grade in 2012-2013 and thereafter (2010 Senate Bill 4).

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 end-of-course assessment results waived for the purpose of determining the student's course grade and credit.

#### ➤ **Science –**

Three (3) credits (1 credit in biology, ~~NOT~~ not marine science, 1 credit in a physical science and 1 credit in another science). An aerospace program completion (1800360) or naval program (1802330) will substitute for physical science (2003310). All courses must include a laboratory component ~~[Florida Statute §1003.43 (1)(e)]~~ [Florida Statute §1003.428 (2)(a)2]. The 3 required science credits must be earned in grades 9-12.

~~Beginning with The cohort of students that enrolls in 9<sup>th</sup> grade in 2011-2012 school year, the end-of-course Biology exam will count as 30% of the final grade.~~

The cohort of 2011-2012 ninth graders who enroll in Biology I in 2012-2013 must take the end-of-course Biology exam, which will count as 30% of the final grade [Florida Statute §1008.22(3)(c) (2) a. (II)].

Students who enroll in ninth grade in 2012-2013 and thereafter must pass the Biology I EOC exam in order to earn Biology I course credit to graduate [Florida Statute §1008.22(3)(c)(2)a(II)]. **NOTE:** If the student fails the EOC, the Biology I Credit Recovery course can be used for remediation until the student passes the EOC. It can be scheduled outside of school. It can also be used as many times as necessary until the student passes the EOC, but will only count as 1 credit for Biology I when the EOC is passed.

Beginning with students entering grade 9 in the 2013-2014 school year, one of the three credits must be Biology I, one credit must be chemistry or physics and one credit must be an equally rigorous course, as determined by the State Board of Education.

Entering ninth graders in 2013-2014 and thereafter must pass Chemistry 1 or Physics 1 and another equally rigorous course as a requirement for graduation [Florida Statute § 1003.428(2)(a)3]. **NOTE:** We recommend that all regular students take Chemistry 1 (R) to fulfill this new requirement. We also recommend that all regular students take Earth/Space Science Regular in 9<sup>th</sup> grade to fulfill this new requirement. **NOTE:** The courses that can fulfill this requirement do not include Environmental Science (R), Marine Science I (R), Astronomy (R), or Anatomy and Physiology (R) – all of which currently count as a 3<sup>rd</sup> science credit for graduation.

- (Moved from below) 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 end-of-course assessment results waived for the purpose of determining the student's course grade and credit (2010 Senate Bill 4).

~~Beginning with the cohort of students that enters ninth grade in 2012-2013, student must pass the end-of-course Biology exam in order to earn Biology credit. (2010 Senate Bill 4).~~

~~In addition to Biology, Chemistry or Physics and an equally rigorous course will be required for students entering ninth grade in 2013-2014 and thereafter. (2010 Senate Bill 4)~~

~~(moved above) 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 end-of-course assessment results waived for the purpose of determining the student's course grade and credit. (2010 Senate Bill 4)~~

### ➤ **Social Studies –**

Three (3) required social studies course credits for graduation [Florida Statute §§1003.43 (1) (d) (e) (f) and (g)] and 1003.428(2)(a) (4): ~~(½ credit in United States government, 1 credit in world history, credit in United States history, ½ credit in economics)~~

Grade 10 World History (1.0)

Grade 11 United States History (1.0) course codes 2100310/2100320

- o United States History End-of-Course Examination
- o AICE/Advanced Placement / IB students are not required to take EOC.

Grade 12 United States Government (.5)

Grade 12 Economics (.5)

➤ **Physical Education –**

The school may not require that the one credit Physical Education requirement be taken during the 9<sup>th</sup> grade year [Florida Statute §1003.428 (2)(a)(6)].

**For students who entered 9<sup>th</sup> grade in 2007-2008 school year and thereafter.**

**This requirement may be met by completing one of two options:**

**Option descriptions:**

**Option 1:**

.5 credit Personal Fitness/ .5 credit Physical Education Activity Elective

**Option 2:**

One credit Health Opportunities through Physical Education (HOPE)

**Physical Education High School Waiver Options (For Students entering 9<sup>th</sup> grade in the 2007-2008 school year and thereafter).**

<b><u>Schools Choosing the Personal Fitness/ Physical Education Activity Elective Option</u></b>	<b><u>Schools Choosing the Health Opportunities through Physical Education (HOPE) Option.</u></b>
<u>Two seasons of an interscholastic sport at the junior varsity level AND a grade of “C” or better on the Personal Fitness competency test waives the .5 credit in Personal Fitness and the .5 credit requirement in a Physical Education activity elective.</u> <u>[Florida Statute §1003.43 (1) (j)]</u> <u>(Waiver #'s 1500410, 1500420, and 1500430)</u>	<u>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]</u> <u>No credit will be earned when waiving the Physical Education requirement through interscholastic sports participation [Florida Statute §1003.43 (1) (j)]</u> <u>(Waiver #'s 1500410, 1500420, and 1500430).</u>
<u>One semester of marching band with a grade of “C” or better waives the .5 credit requirement of a Physical Education activity elective (Waiver # 1500440).</u> <u>(NOTE: Another option is to have this waive the performing arts requirement.) The student must still take the .5 credit Personal Fitness class to complete the requirement.</u>	
<u>One semester of a dance class waives the .5 credit requirement of a Physical Education activity elective (Waiver # 1500445).</u> <u>(NOTE: Another option is to have this waive the performing arts requirement.) The student must still take the .5 credit Personal Fitness class to complete the requirement.</u>	<u>Two years in a JROTC class (Year 1 Waiver #1500450, Year 2 Waiver #1500460) satisfies the full one-credit Physical Education requirement AND the full one-credit performing arts requirement [Florida Statute §1003.428 (2)(a) 6] (Waiver #1500480).</u>
<u>Two years in a JROTC class (Waiver #1500450 and #1500460) waives the .5 credit Physical Education activity elective AND the full one-credit performing arts requirement (Waiver #1500480). The student must still take the .5 credit Personal Fitness class to complete the requirement.</u>	

## 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 .5 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 .5 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).

### Students entering ninth grade in the 2007-2008 school year and thereafter:

➤ **Fine and Performing Arts** - 1 credit in fine or performing arts. The fine or performing arts, speech and debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through [the Florida Department of Education](#) Course Code Directory [Florida Statute §1003.428 (2)(a) (5)].

This requirement may also be fulfilled by completing the following:

Two years of ROTC, a significant portion of which is drills. One credit of ROTC satisfies the performing arts requirement and one credit of ROTC satisfies the HOPE requirement. See Physical Education section above [Florida Statute §1003.428 (2)(a) (5) and (6)] (Waiver # 1500480, [1500460](#) and [1500450](#)).

➤ **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 and Bright Futures Scholarship purposes. Refer to the Florida Counseling for](#)

Future Education Handbook for current World Language policies at: <http://files.flvc.org/pdfDocuments/manuals/Counseling%20for%20Future%20Education%20Handbook%2012-13.pdf> . No credit will be earned when waiving the World Language requirement for SUS and Bright Futures purposes. See <http://www.floridastudentfinancialaid.org/ssfad/bf/fasrequire2013.htm> .

1. Earn at least the scores indicated below on a CLEP, AP, SAT-II or a Departmental Test.

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

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

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.

Students must confirm that the World Language waiver will be recognized by the college or university to which they are applying. See <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 (0791920) to the student’s academic history. Documentation indicating how the proficiency was met must be kept in the student’s cumulative folder.

➤ **Elective Credits** - ~~8½ elective credits for students who entered ninth grade prior to and including 2006-2007~~ [Florida Statute §1003.43 (1)(k) and §1003.428 (2)(b)]. 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 [Florida Statute §1003.43(2)].

Elective credit may be earned for nonpaid voluntary community or school service (not including court ordered service) by ~~taking the following options courses:~~ Voluntary Public Service (0500370) and Voluntary School/Community Service (2104330) each provide one-half credit for a minimum of 75 hours of service [Florida Statute §1003.43 (3)].

**Credit may not** be granted toward high school graduation for the following: [Florida Statute §1003.43 (7)]:

- more than a total of nine elective credits in remedial/compensatory programs;
- more than one credit in exploratory vocational courses;
- more than three credits in practical arts, family and consumer science (home economics) courses;
- any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's Individual Education Plan or Progress Monitoring Plan (PMP), signed by the principal, the guidance counselor **and** the parent(s)/guardian(s) of the student if the student is not 18 years or older, or the student if the student is 18 years of age or older. [Florida Statute: §1003.43(7)(a-d)]

### Community Service

Students selecting a 24-credit standard diploma option must earn 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 grade 9 or 10 must fulfill the graduation requirements of that class). A student transferring into grade 11 or 12 is eligible to receive a diploma from the School District of Palm Beach County if the student completes all scheduled courses and would be eligible for a high school diploma in the previous state, district, or country. The student must take a full schedule of courses to comply as closely as possible with the graduation requirements of the class, but shall not be required to spend additional time in school in order to meet these requirements. Unless prescribed by his/her Progress Monitoring Plan (PMP), no junior or senior will be required to take ~~concurrently~~ two required courses in the same discipline concurrently.

However, the student shall be required to earn a minimum 2.0 cumulative grade point and pass the FCAT 2.0 or an alternate assessment (approved subject area concordant score), or an end-of-course exam, as required. [Florida Statute §1003.433 and 1008.22 (10) (b)].

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 may be viewed at: <http://info.fl DOE.org/docushare/dsweb/Get/Document-6420/dps-2012-78.pdf>.

Based upon the information provided in memorandum, the following criteria will determine the awarding of credit in Algebra 1 and Geometry for any student transferring into the School District of Palm Beach County from out of country, out of state, a private school, or home education.



- If a transfer student with high school credit in Algebra 1 or Geometry has passed a statewide, standardized EOC assessment in the identified course, the student will not take the EOC for that course and the transfer credit is awarded.
- If a transfer student with high school credit in Algebra 1 or Geometry passed a statewide high school assessment in mathematics, as required by the state from which the student is transferring, the student will not take the EOC for that course and the transfer credit is awarded. This high school mathematics assessment must be for the purpose of satisfying the requirements of the Elementary and Secondary Education Act, 20 U.S.C. ss. 6301, et seq.
- If a transfer student with high school credit in Algebra 1 or Geometry achieves an equivalent score on another assessment as identified by the Florida Department of Education, the student will not take the EOC for that course and the transfer credit is awarded. These equivalent scores have not yet been determined by the Commissioner of Education.

To determine the awarding of credit in Biology 1 for any student transferring into the School District of Palm Beach County from out of country, out of state, a private school, or home education, the following rule will apply.

- If a transfer student with high school credit in Biology 1 has passed a statewide, standardized EOC assessment in the identified course, the student will not take the EOC for that course and the transfer credit is awarded.

## 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 ~~when that~~ all requirements have been completed.
- OR**
- With principal's permission ~~may~~ continue enrollment ~~(with the principal's permission)~~ as a full-time student in the School District of Palm Beach County until the end of the regular school year in which their cohort class graduates. ~~The~~ 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. ~~Early graduation~~ Students who graduate early may participate in the end-of-year graduation ceremonies.

### Advanced International Certificate of Education (AICE) Diploma Program and International Baccalaureate (IB) Program

Students who earn at least 24 credits and complete either the International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) curriculum requirements will satisfy district and state course requirements for graduation.

The Advanced International Certificate of Education (AICE) Diploma program is an international university curriculum and examination system. AICE courses are equivalent to those offered at a U.S. university freshmen level or beyond. AICE is administered and assessed by the University of Cambridge International Examinations (CIE) of the University of Cambridge. [Florida Statute §1007.27 (9)]

To fulfill Florida Statute §1003.42843 requirements for the IB diploma curriculum, students must complete required coursework and internal and external assessment requirements for the IB diploma including satisfactory completion of the Extended Essay; Theory of Knowledge (TOK) course; and Creativity, Action, Service (CAS) activities. [Florida Statute §§1003.428 and 1007.27(8)] ]

The results of IB Examinations may be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination. [Florida Statute §1007.27(8)]

### Accelerated High School Graduation Options

There shall be no requirements for accelerated three-year high school graduation options in excess of the requirements in Florida Statute §1003.429.

Prior to selecting an accelerated graduation option, the following requirements **must** be met:

- The student and the student's parent/guardian ~~must~~ should meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each graduation option. [Florida Statute §1003.429(2)(a)]
- The student must receive the written consent of the student's parent/guardian and submit a Graduation Intent Form (PBSD 2034) to the school counselor. [Florida Statute §1003.429 (2) & (4)]
- If an effort to meet with the student's parent fails and that effort has been documented by designated school personnel, the student may select an accelerated graduation option with the written consent of the student's parent. A student may select an accelerated graduation option without the written consent of the student's parent if the student is 18 years of age or older. [Florida Statute §1003.429 (2)]
- Selection of one of the graduation options may be completed by the student at any time through the end of the third year of enrollment in high school, subject to the requirements above. If the student and parent fail to select one of the accelerated high school graduation options, the student shall be considered to have selected the general requirements for high school graduation.
- ~~The student must select an accelerated graduation option prior to the end of their 9<sup>th</sup> grade year. This requirement is extended to the end of the first semester of the 10<sup>th</sup> grade year for students who entered a Florida public school after grade 9 upon transfer from a private school or another state, or who were prevented from choosing a graduation option due to illness during grade 9. [Florida Statute §1003.429 (4)]~~

If a student who has declared a three-year, 18-credit graduation option is not on track to meet the credit, assessment or grade point average requirements at the end of each ~~by the end of 10<sup>th</sup>~~ grade, the school shall notify the parent of the following:

- the requirements that the student is not currently meeting
- the specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements
- the right of the student to change to the 4-year graduation option [Florida Statute §1003.429(7)]

A student who meets all of the accelerated high school graduation requirements is awarded a standard diploma in a form prescribed by the State Board of Education. [Florida Statute §1003.429(9)]

### Parental Notification

The School Board shall provide each student in grades 6 through ~~12~~ 9—and their parents with information concerning the 3-year and 4-year high school graduation options (general high school graduation, 3-year standard college preparatory program, 3-year career preparatory program), including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option. [Florida Statute §1003.429(3)]

Three-Year 18-Credit College Preparatory Program – ~~for students who entered 9<sup>th</sup> grade during the 2006-2007 school year and thereafter.~~ [Florida Statute §1003.429]

Of the required 18 credits listed below, at least 6 **must** be in classes that are dual enrollment, Advanced Placement, Advanced International Certificate of Education or International Baccalaureate or specifically listed or identified by DOE as rigorous pursuant to Florida Statute §1009.531(3) Students are required to earn passing scores on the FCAT as defined in s. 1008.22(3)(c) or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(10). Students **must also** attain an overall 3.5 weighted grade point average (HPA) in the 18 required courses and receive a grade that earns at least 3.0 weighted or unweighted points in each course. Students are required to attend three full years of school. [Florida Statute §1003.429 (1) and (6) (a) (b) (1) and (2)]

- **English –**

Four (4) credits (English I, II, III, and IV) with major concentration in composition, reading for information, and literature [Florida Statute §1003.429 (1)(b)1.]

- **Mathematics –**

Four (4) Three (3) credits and, beginning with students entering 9<sup>th</sup> grade in 2010-11, four (4) credits at the Algebra I level or higher from the list of courses that qualify for state university admission.

Beginning with students who entered 9<sup>th</sup> grade in 2010-2011 and thereafter, one of the four mathematics credits must be in Geometry in addition to the Algebra I requirement. (~~2010 Senate Bill 4~~). [Florida Statute §1003.429 (1) (b) 2]

Beginning with students who entered 9<sup>th</sup> grade in the 2010-11 school year and thereafter, the end-of-course assessment requirements under Florida Statute 1008.22 (3)(c)2.a.(1) must be met. For students who entered 9<sup>th</sup> grade in 2010-11 their performance on the Algebra 1 End-of-Course Assessment constituted 30 percent of the final course grade. Beginning with students entering 9<sup>th</sup> grade in the 2011-12 school year, passing the End-of-Course Assessment is required in order for a student to earn the required Algebra 1 credit. in Algebra 1.

Beginning with students who entered grade 9 in the 2011-2012 school year and thereafter, the end-of-course assessment requirements for Geometry under s. 1008. 22(3)(c)2.a.(1) must be met. For those students, their performance on the end-of-course exam in Geometry constituted 30 percent of the student's final course grade. Beginning with students entering grade 9 in the 2012-2013 school year and thereafter, a student must earn a passing score on the end-of-course exam in Geometry in order to earn course credit.

- **Science** – Three (3) credits of which two courses must include a laboratory component.

Beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology 1 as approved by the State Board of Education.

Additionally, the end-of-course assessment requirements for Biology 1 under Florida Statute 1008.22 (3)(c)2.a.(1) must be met. (2010 Senate Bill 4)–[Florida Statute § 1003.429 (1)(b)2] Performance on the Biology 1 end-of-course assessment shall constitute 30 percent of the final course grade. [Florida Statute §§ 1003.429 (1)(b)3 and 1008.22(3)(c) 2.a. (1)]

- **Social Studies** - Three (3) (½ credit in United States government, 1 credit in world history, 1 credit in United States history, ½ credit in economics).
- **World Languages** – Two (2) credits in the same second language unless the student is a native speaker of, or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses.
- **Elective Credits** - ~~Two (2)~~ Three (3) elective credits in electives and beginning with students entering in grade 9 in 2010-2011 and thereafter two (2) elective credits. These credits should align with university admission requirements. [Florida Statute §1003.429(1)(b)] Elective courses are selected by the student in order to pursue a complete education program and to meet eligibility requirements for scholarships. [Florida Statute §1003.48 (2) (b)] (Florida Counseling for Future Education Handbook )

Three-Year 18-Credit Career Preparatory Program – ~~Students entering 9<sup>th</sup> grade during the 2006-2007 school year and thereafter are eligible for this option.~~ [Florida Statute §1003.429 (1)(c)]

Students are required to earn passing scores on the FCAT as defined in s. 1008.22(3)(c) or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s.

1008.22(10) Students must also attain a minimum overall 3.0 weighted grade point average (HPA) in the 18 required courses and receive a grade that earns at least 2.0 weighted or unweighted points in each course. Students are required to attend three full years of school [Florida Statute §1003.429(6)(a) and (b)(1)(2) (2005)].

- **English** – 4 credits (English I, II, III, and IV) with major concentration in composition and literature [Florida Statute §1003.429 (1) (c)1].
- **Mathematics** –Three (3) credits and beginning with students entering grade 9 in the 2010-2011 school year, four (4) credits of which one must be Algebra 1 and one must be Geometry. [Florida Statute §1003.429 (1)(c) 2].

~~Beginning with students entering 9<sup>th</sup> grade in 2010-2011 and thereafter, one of the four mathematics credits must be in Geometry in addition to the Algebra I requirement. (2010 Senate Bill 4)~~

~~Beginning with students who entered 9<sup>th</sup> grade in the 2010-11 school year, the end-of-course assessment requirements under Florida Statute 1008.22 (3)(c)2.a.(1) must be met. For those students their performance on the Algebra 1 End-of-Course Assessment constituted 30% of the final course grade. Beginning with students who entered 9<sup>th</sup> grade in the 2011-12 school year, passing the End-of-Course Assessment is required in order for a student to earn the required Algebra 1 credit. in Algebra 1.[Florida Statute §§1003.429 (1)(c)2 and 1008.22 (3)(c)2.a.(1)]~~

~~Beginning with students who entered grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(1) must be met in order for the student to earn the required credit in geometry, and each of these student's performance on the end-of-course assessment in geometry constituted 30 percent of the student's final course grade. Beginning with students entering grade 9 in the 2012-2013 school year, a student must earn a passing score on the end-of-course assessment in geometry or attain an equivalent score as described in subsection (11) in order to earn course credit.~~

~~Beginning with students entering grade 9 in the 2012-2013 school year, one of the four credits in mathematics must be Algebra 2 or a series of courses equivalent to Algebra 2 [Florida Statute §§ 1003.429 (1)(c)2].~~

- **Science** – Three (3) credits of which two courses must include a laboratory component.

~~Beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology I as approved by the State Board of Education. The End-of-Course Assessment requirements for biology under Florida Statute 1008.22 (3)(c)2.a.(1) must be met Florida Statute § 1003.429] Performance on the Biology I End-of-Course Assessment shall constitute 30 percent of the final course grade. [Florida Statute §§ 1003.429 (1)(b)3 and 1008.22(3)(c) 2.a. (1)]~~

- **Social Studies** - 3 credits (½ credit in United States government, 1 credit in world history, 1 credit in United States history, ½ credit in economics).

- **Career Education** – 3 credits in a single Career Education program **OR** 3 credits in Career and Technical certificate dual enrollment courses **OR** 5 credits in Career Education courses.

**Elective Credits-** 2 elective credits and, beginning with students entering grade 9 in the 2010-2011 school year, one credit in electives unless 5 credits are earned as referenced above under Career Education. Elective courses are selected by the student in order to pursue a complete education program and to meet eligibility requirements for scholarships [~~Florida Statute § 1003.429(2)~~].

~~For courses that require statewide, standardized end-of-course assessments under Florida Statute 1008.22 (3)(c)2.c., a minimum of 30 percent of a student's course grade shall be comprised of performance on the statewide, standardized end-of-course assessment.~~

#### Placement into the Four-Year, 24-Credit Graduation Option

Students in any three-year 18-credit graduation option will be placed into the four-year 24-credit option under any of the following conditions:

- Less than 5 credits are attained by the end of the 9<sup>th</sup> grade year
- Less than 11 credits are attained by the end of the 10<sup>th</sup> grade year
- A score of 3.0 or higher is not achieved on FCAT 2.0 Writing
- All criteria for the three-year graduation option program have not been met by the end of summer school of the third year
- Student exercises his/her right to change to a four year program. [Florida Statute §1003.429(8)]

Further information regarding the 24 and 18 credit options can be found in the Student and Family Handbook which is located on the School District's web site at <http://www.palmbeachschools.org/clo/documents/2010-2011StudentHandbookFinal-English.pdf>.

## COURSE MODIFICATIONS

### English Language Learners (ELLs)

English Language Learners (ELLs) will be enrolled in English through ESOL I, II, III and IV, English I, II, III and IV, or their equivalent to guarantee the necessary credits needed for graduation. Any exceptions **must** be documented through an ELL Committee meeting.

Students with an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)

~~The Section 504 Team must meet as necessary to determine if a student's mental or physical impairment substantially limits one or more of an individual student's major life activities include, but are not limited to, learning, concentrating, walking, seeing, hearing, speaking, and/or breathing. The team will consider a variety of sources such as: medical information, behavioral observations, checklists, classroom tests, teacher~~

~~recommendations/reports, current grades, academic history, standardized test reports or other reports. Any deviation and/or exemptions to the general education content requirements would be the decision of the Section 504 team (with parent(s)/guardian(s) notification) and would be addressed on the Section 504 Accommodation Plan. Thus, the individual student's Active Section 504 Accommodation Plan would document the modification to the general education content requirements needed for that student to ensure an equal opportunity to master the general education content requirements.~~

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.

In addition, a student with either a record of impairment, or who is regarded as having an 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 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 an 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.

### ESE Students

An ESE-eligible student is awarded credit toward a standard diploma under the following conditions:

- takes and passes a course with general education students that is modified to accommodate the student's exceptionalty; **AND/OR** 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** and/or
- takes an ESE course as an elective [Florida Statute § 1003.428 (3) and (8)~~1003.43 (4) (a) and (b) and (11) (a)~~].

### Waiver of FCAT/FCAT 2.0 and EOC Assessment Results for Graduation for Students with Disabilities

#### Special Exemption for Students with Disabilities

In accordance with Rule 6A-1.0943(5)1, F.A.C., *Statewide Assessment for Students with Disabilities*, students with disabilities who have an IEP may be eligible for consideration of a special exemption from participation in statewide assessments, including the alternative assessment, under extraordinary circumstances. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating the mastery of skills that have been acquired and are measured by statewide assessments. A learning, emotional, behavioral, or significant cognitive, disability or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, F.A.C., does not, in and of itself, constitute extraordinary circumstance. Extraordinary circumstances are physical conditions that affect a student's ability to communicate in modes deemed acceptable for statewide assessments, creating a situation where the results of administration of a statewide assessment would reflect a student's impaired sensory, manual or speaking skills rather than the student's achievement. A request for consideration of this special exemption must be submitted to the Commissioner in writing from the district school superintendent no later than thirty (30) school days prior to the assessment administration window. The request is sent to the Commissioner of Education and must include documentation specified in Rule 6A-10943(5), F.A.C.

Sections 1003.43(11) and 1003.428(8), F.S., provide 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 Sections 1003.428(8) and 1003.43(11), F.S., 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 Section 1007.02(2), F.S.
- have an 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.

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 Section 1007.02(2), F.S.
- have an 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)
  - be progressing towards 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/FCAT 2.0, participation in FCAT/FCAT 2.0 during April of the senior year is recommended.

Section 1003.428(8)(b)2., F.S., 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.

In accordance with Section 1003.433(1), F.S., a student who transfers from another state in the 11th or 12th grade must pass the Grade 10 FCAT 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 or 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 Interstate Compact on Educational Opportunity for Military Children.

#### Special Exemption for SWD

In accordance with Rule 6A-1.0943(5)1, F.A.C., *Statewide Assessment for Students with Disabilities*, students with disabilities who have an IEP may be eligible for consideration of a special exemption from participation in statewide assessments, including the alternative assessment, under extraordinary circumstances. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating the mastery of skills that have been acquired and are measured by statewide assessments. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized

program in accordance with Rule 6A-6.03020, F.A.C., does not, in and of itself, constitute extraordinary circumstance. Extraordinary circumstances are physical conditions that affect a student's ability to communicate in modes deemed acceptable for statewide assessments, creating a situation where the results of administration of a statewide assessment would reflect a student's impaired sensory, manual or speaking skills rather than the student's achievement. A request for consideration of this special exemption must be submitted to the Commissioner in writing from the district school superintendent no later than thirty (30) school days prior to the assessment administration window. The request is sent to the Commissioner of Education and must include documentation specified in Rule 6A-10943(5), F.A.C.

The School District approves modifications to general education courses, vocational courses, ESE courses and programs of study, as necessary, to ensure students with disabilities the opportunity to meet graduation requirements for a regular diploma. Modifications to general education courses shall not include modifications to the curriculum descriptions/frameworks or student performance standards (State Board of Education Rule 6A-6.0312). When modifying vocational courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on the student's IEP.

Course modifications may include any or all of the following:

- alternate instructional materials
- amount of instructional time
- instructional methods
- test administration procedures
- class section assignment
- special communication systems

#### GRADUATION REQUIREMENTS FOR A SPECIAL DIPLOMA

[Florida Statute §1003.438] and (State Board of Education Rule 6A-1.09961)

The document Florida Course Descriptions, Exceptional Student Education (ESE) contains a listing and description of course options available along with suggested course performance objectives and credit requirements (<http://www.fldoe.org/ESE/corguide.asp> and <http://www.floridastandards.org>).

Students entering high school must demonstrate mastery of the Next Generation Sunshine State Standards. The 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.

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 52- school/teacher developed student course achievement record.

Nothing contained in this document shall be construed to limit or restrict the right of an ESE-eligible student solely to a Special Diploma [Florida Statute §1003.438]. The parents of each

student eligible for a Special Diploma shall be notified through the IEP process of the diploma options available (State Board of Education Rule 6A-1.09961(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-6.109961). 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

(State Board of Education Rule 6A-6.109961)

- A. The credit requirements listed below are effective for students entering ninth grade ~~during the 2000-2001 school year through~~ the 2009-2010 school year 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, students who are deaf or hard of hearing or dual sensory impaired: [Florida Statute §1003.438].

Reading .....	2 credits ♦
English .....	2 credits
Mathematics .....	3 credits
Social Studies .....	2 credits
Career Preparation .....	1 credit
Life Management and Transition .....	1 credit
Science .....	2 credits ♦ ♦
Physical Education .....	1 credit
Electives .....	10 credits

Course credits from a standard diploma course may be substituted for a special diploma course in the same subject area.

- ♦ NOTE – Intensive Reading (1000410) may substitute for Reading 9-12 (7910400) credits. Intensive Math (1200900) may substitute for any Access Math course (79 course code).
- ♦ ♦ Health and Safety 9-12 (7920050) ~~is required to~~ can satisfy ~~the~~ one credit of the science course requirement.

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, Intellectual Disabilities (InD), an IEP Team can recommend one credit of Leisure and Recreation Skills (7962030) as a substitute for full-year of Physical Education.

~~A. For Students entering 9<sup>th</sup> grade during the 2010/2011 school year and thereafter:~~

<del>Reading .....</del>	<del>2 credits ◆</del>
<del>English .....</del>	<del>2 credits</del>
<del>Mathematics .....</del>	<del>4 credits</del>
<del>Social Studies .....</del>	<del>3 credits ◆◆</del>
<del>Career Preparation .....</del>	<del>1 credit</del>
<del>Science .....</del>	<del>3 credits ◆◆</del>
<del>Physical Education .....</del>	<del>1 credit</del>
<del>Electives .....</del>	<del>8 credits ◆◆◆</del>

C. For students entering 9th grade during the 2012/2013 school year and thereafter:

<u>English .....</u>	<u>4 credits ◆</u>
<u>Mathematics .....</u>	<u>4 credits ◆</u>
<u>Social Studies .....</u>	<u>3 credits ◆◆</u>
<u>Science .....</u>	<u>3 credits ◆◆</u>
<u>Career Preparation .....</u>	<u>1 credit</u>
<u>Physical Education .....</u>	<u>1 credit</u>
<u>Electives .....</u>	<u>8 credits ◆◆◆</u>

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 ~~the~~ Florida Statutes 1003.428 and 1003.438 and State Board of Education Rule 6A1.0943.

A minimum 2.0 cumulative GPA must be earned for all credits applied toward graduation (State Board of Education Rule 6A-1.0995 (2) and 6A-1.09961).

Special Diploma Option 2

(State Board of Education Rule 6A-6.109961)

The student 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, or autistic, or dual sensory impaired.
- be at least sixteen (16) years of age;
- be successfully employed in the community and paid at or above minimum wage in compliance with the requirements of the Fair labor Standards Act. For students placed on Option 2 during or prior to the 2009-2010 school year, students 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. For students placed on Option 2 during the 2010-2011 school year and thereafter, students must be successfully employed in the community for a minimum of 630 hours as noted on the individual graduation plan.

1. achieve all employment and community competencies as specified on the student's Transition IEP; and
5. 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.
6. have completed a minimum of one semester in a high school level program; and prior to employment, have successfully completed at least one semester of a high school job preparatory course (such as: ESE Career Preparation, ESE Job Preparatory Education, ESE Career Experiences, etc.) and have demonstrated mastery of pre-employment competencies.

Students with disabilities placed on Option 2 prior to and including the 2009-2010 school year, shall have the grade level reflect grade 12 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 grade 12 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 Two Implementation Manual found at: <http://www.palmbeachschools.org/ease/documents/SpecialDiplomaOption2ImplementationManualRevisedAugust2010.pdf>*

## DIPLOMAS

The School District of Palm Beach County will certify completion of a course of study with one of the following:

- (1) **Standard Diploma** - awarded to students who meet all criteria established by the School Board and state law [Florida Statute [§§ 1003.428 \(7\)\(a\), 1003.4285](#), §1003.43 (10) (a) and 1003.429 (9)] (State Board of Education Rule 6A-1.0995 (1)).

Each standard high school diploma shall include as applicable, per State Board of Education Rule 6A-1.0995(~~6~~ [5](#)):

- A designation reflecting completion of four or more accelerated college credit courses [if the student is eligible for college credit](#) in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment;
- A designation reflecting industry certification
- A designation reflecting a Florida Ready to Work Credential

- (2) **Diploma with Academic Honors** - awarded to students who meet all criteria for a regular diploma established by the School Board and state law and who have an unrounded cumulative honors grade point average of at least 3.5 and a minimum combined score of 1270 on the critical reading and math sections of the SAT or minimum composite score of 28 on the American College Test (ACT).
- (3) **International Baccalaureate Diploma** - awarded to students who meet defined standards and conditions as established by the International Baccalaureate Organization (IBO).
- (4) **Advanced International Certificate of Education Diploma** - awarded to students who meet defined standards and conditions as established by the University of Cambridge.
- (5) **Special Diploma** - awarded to students who complete an appropriate course of study and satisfy all applicable School Board and state requirements for students with disabilities [Florida Statute §1003.438] and (State Board of Education Rule 6A-6.109961(2)).
- (6) **Florida High School Performance Based Diploma** – 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 alternate assessment) and the GED tests may be awarded this diploma. A performance-based diploma may not provide the same post-secondary options as a standard diploma (State Board of Education Rules 6A-6.0212 and 6A-6.109961(3)).

#### CERTIFICATES OF COMPLETION

[Florida Statute §1003.428 (7)(b)]; (State Board of Education Rule 6A-1.0995 (4 3))

**Standard Certification of Completion** - awarded to students who meet all criteria established by the School Board and state law except for passing the required state assessment and/or the required minimum 2.0 cumulative grade point average [Florida Statute § 1003.428 (7)(b); 1003.43(10)(b); and 1003.438].

Any student who is otherwise entitled to a certificate of completion may elect to remain in the high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies [Florida Statute §1003.43(10) (b) and 1003.428 (7)(b)].

A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma dated the school year in which the requirements are completed [Florida Statute §1003.43(10) (b)].

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

- Continue to take the FCAT [2.0/End of Course Assessments](#)
- Take ACT or SAT and earn the scores concordant with FCAT [2.0/End of Course Assessments](#)
- Return to school for a 13<sup>th</sup> year to remediate the FCAT [2.0/End of Course Assessments](#) and/or GPA
- Stay in school and enroll in a Performance-Based Exit Option Model

- Enroll in an Adult GED Program or credit program
- Take the College Placement Test and attend Palm Beach State College while continuing to take the FCAT [2.0/End of Course Assessments](#), if the only graduation deficiency is FCAT [2.0/End of Course Assessments](#).

Additionally, the awarding of a certificate of completion is limited to those students choosing the twenty-four (24) credit general high school graduation program and is not applicable to the three-year graduation programs [Florida Statute §1003.428(7) (b)].

## RECOGNITION OF VALEDICTORIAN/SALUTATORIAN

To be eligible for valedictorian or salutatorian recognition, a student must have attended the same Palm Beach County School District public school for three years, two of which must be the junior and senior years. A student who is required to change schools due to a District initiated boundary change will be eligible to share the recognition as valedictorian or salutatorian with a fully eligible student, without meeting the three-year attendance requirement in the same school. However, the student must have been enrolled in District public schools for three years.

Students selecting a three-year [18 credit](#) 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 than the four-year valedictorian/salutatorian](#), but an early admission student enrolled full-time in a college or university [the 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 eighth grade through the first semester of twelfth grade.
- The valedictorian will be the student with the highest honor point average (HPA), carried to the ten-thousandth place.
- The salutatorian will be the student with the second highest HPA, carried to the ten-thousandth place.
- In the case of a tie for the highest HPA, co-valedictorians will be named, and the student with the third highest HPA will be designated as salutatorian. In the case of a tie for the second highest HPA, co-salutatorians will be named.

## FLORIDA DEPARTMENT OF EDUCATION BRIGHT FUTURES PROGRAM

### Bright Futures Scholarship Program

[Florida Statute §§1009.53- [1009.538 et seq.](#)]; (Florida Department of Education at <http://www.floridastudentfinancialaid.org/ssfad/factsheets/BF.htm>)

Details of the Program can be found on the Bright Futures Website at <http://www.floridastudentfinancialaid.org/ssfad/bf/awardamt.htm>. The Florida Bright Scholarship Program consists of three awards: 1) Florida Academic Scholars Award, 2) Florida Medallion Scholars Award, and 3) Florida Gold Seal Vocational Scholars Award. ~~Details of the Program can be found on the Bright Futures Website at <http://www.floridastudentfinancialaid.org/ssfad/bf/awardamt.htm>. (moved up) as first sentence)~~

~~Below are many of the key provisions. Frequently asked questions can be found on the Bright Futures website.~~

~~Each award has its own academic eligibility requirements, award amounts, and funding length. A student may receive funding for only one of the above awards. The highest award earned by the student will be selected [Florida Statute §§1009.53-1009.538 ~~et seq.~~]. 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 FLDOE guidelines and applicable statutes. [Florida Statute §1002.41]~~

~~Recipients will receive a fixed cost per credit hour award based on award level (Florida Academic Scholar (FAS), Florida Medallion Scholars (FMS) or Florida Gold Seal Vocational Scholar (GSV); institution type (4 year, 2 year, or Vocational/Technical) and credit type (semester, quarter, or clock hour). See the award amounts on the Bright Futures Web site at <http://www.floridastudentfinancialaid.org/ssfad/bf/awardamt.htm>~~

~~A Bright Futures Scholar **must**:~~

~~Ø apply by high school graduation~~

~~Ø be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the postsecondary education institution~~

~~Ø earn a standard Florida high school diploma or its equivalent and be accepted by and enroll in an eligible Florida postsecondary education institution;~~

~~Ø not have been convicted of or have plead nolo contendere (no contest) to, a felony charge~~

~~Ø submit a Free Application for Federal Student Aid (FAFSA) that is processed error free prior to disbursement of an award~~

~~Ø begin using the award within three years of graduation from high school or separation from the military if enlisted directly after high school and enroll in at least six semester credit hours (or equivalent in quarter or clock hours) per semester. An initially eligible student who enlists in the military immediately after high school graduation begins his/her three-year period upon date of separation from active duty [Florida Statute §1009.531].~~

~~Ø must earn at least 24 semester credit hours (or the equivalent) if enrolled full time (12 or more semester hours or the equivalent) for the entire academic year. A student enrolled full time for only one term must earn at least 12 semester hours for that term. If a student is enrolled part time for any part of the academic year, the student must earn a prorated number of credit hours.~~

~~Ø must reimburse the postsecondary institution for the cost of course(s) dropped or withdrawn after the initial drop/add period. Non-refunded hours may affect the student's renewal eligibility.~~

~~(See <http://www.floridastudentfinancialaid.org/ssfad/bf/genrequire.htm>)~~



~~Home Education students may apply for the Bright Futures Scholarship Program if registered with the School District's Home Education Office during grades 11 and 12 with qualifying SAT or ACT scores. The parent/guardian must submit a Bright Futures District Confirmation Form to the Home Education Office for verification of registration.~~

~~Florida Academic Scholars Award [Florida Statute §1009.534] (Florida Department of Education <http://www.floridastudentfinancialaid.org/ssfad/bf/>)~~

~~Florida Academic Scholars Award [Florida Statute §§1009.534 and 1009.531 (6)(a)] (Florida Department of Education <http://www.floridastudentfinancialaid.org/ssfad/bf/> and <http://www.floridastudentfinancialaid.org/ssfad/bf/fasrequire.htm>)~~

~~The Florida Academic Scholars Award is available to any student who meets the general eligibility requirements of the Bright Futures Scholarship Program. Eligible students must meet the statutory requirements for the award which includes completing 100 hours of community service in a program approved by the School District, identify a social problem that interests him or her, develop a plan for his or her personal involvement in addressing the problem, and, through papers or other presentations, evaluate and reflect upon his or her experience and satisfying **ONE** of the following:~~

~~(1) The student:~~

~~➤ graduates with a 3.5 Bright Futures weighted GPA, based on the state weighting system for the Bright Futures scholarships, in the following college preparatory courses:~~

- ~~▪ 4 English (3 with substantial writing)~~
- ~~▪ 4 Mathematics (Algebra I, Geometry, Algebra II, and above)~~
- ~~▪ 3 Science (2 with labs)~~
- ~~▪ 3 Social Science (ANY)~~
- ~~▪ 2 Foreign Language (same language)~~
- ~~▪ 2 Additional academic credits or AP, IB or AICE fine arts credits~~  
~~— are optional to raise GPA~~

~~➤ Meets required test scores; See chart below for test scores (SAT based on critical reading and math sections only; ACT excludes writing)~~

~~➔ completes seventy five (75) 100 hours of community service; **OR**~~

~~(2) The student is a National Merit or Achievement Scholar or finalist and completes seventy five (75) hours of community service; **OR**~~

~~(3) The student is a National Hispanic Scholar and completes seventy five (75) hours of community service; **OR**~~

~~(4) The student has received an International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) Diploma and completes seventy five (75) hours of community service; **OR**~~

~~(5) The student has completed the IB and AICE curriculum AND has a minimum combined composite score of 1270 on the critical reading and math sections of the~~

- ~~SAT or minimum composite score of 28 on the ACT; and completes seventy-five (75) hours of community service; **OR**~~
- ~~(6) A home education student who is registered with the District for grades 11 and 12 who has a minimum composite score of 1270 on the critical reading and math sections of the SAT or 28 on the ACT; **OR**~~
- ~~(7) The student who has earned a GED with the best composite score of 1270 SAT or 28 ACT and a weighted 3.5 gpa GPA in the above 16 required credits (See charts below as scores depend on year of graduation.)~~
- ~~(8) The student earns a 3-year standard college preparatory standard diploma with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 16 required credits.~~

~~Florida Medallion Scholars Award [Florida Statute §§1009.535 and 1009.531(6)(a)] (Florida Department of Education — <http://www.floridastudentfinancialaid.org/ssfad/bf/> — and <http://www.floridastudentfinancialaid.org/ssfad/bf/fasrequire.htm>)~~

~~The Florida Medallion Scholarship is available to a student who meets the general eligibility requirements of the Bright Futures Scholarship Program and the student meets the statutory requirements for the award which includes 75 hours of community service in a program approved by the School District, identify a social problem that interests him or her, develop a plan for his or her personal involvement in addressing the problem, and, through papers or other presentations, evaluate and reflect upon his or her experience and satisfying **ONE** of the following:~~

- ~~(1) graduates with a 3.0 Bright Futures weighted GPA, based on the state weighting system for Bright Futures Scholarships in the following college preparatory courses:~~
- ~~▪ 4 English (3 with substantial writing)~~
  - ~~▪ 4 Mathematics (Algebra I, Geometry, Algebra II, and above)~~
  - ~~▪ 3 Science (2 with labs)~~
  - ~~▪ 3 Social Science (any)~~
  - ~~▪ 2 Foreign Language (same language)~~
  - ~~▪ 3-2 Additional academic credits or AP, IB or AICE fine arts credits are optional to raise GPA~~

~~Meets required test scores. See chart below for test scores (SAT based on critical reading and math sections only; ACT excludes writing) **OR**~~

- ~~(2) is a National Merit or Achievement Scholar or finalist who has not completed seventy-five (75) hours of community service; **OR**~~
- ~~(3) is a National Hispanic Scholar who has not completed seventy five (75) hours of community service; **OR**~~
- ~~(4) completes an IB or AICE Curriculum AND has a minimum combined score of 970-980 on the critical reading and math sections of the SAT or a minimum composite score of 20-21 on the ACT; **OR**~~
- ~~(5) is an IB or AICE diploma recipient who has not completed 75 hours community service~~

~~(5) Students who have attended a home education program according to Florida Statute §1002.41, registered with the District during grades 11 and 12 and:~~

~~a. Have a best combined score of 1070 SAT or 23 ACT~~

**OR**

~~b. Have a best combined score of 970-980 SAT or 20-21 ACT with a weighted 3.0 GPA in the above 16 required credits (documented through Florida public, FDOE-registered private, FLVS or dual enrollment transcripts).~~

~~(6) Earns a GED with a best composite score of 970-980 SAT or 20-21 ACT with a~~

~~(7) weighted 3.0 GPA in the 16 required credits above.~~

~~Students who earn a 3-year standard college preparatory standard diploma with best composite score of 980 SAT or 21 ACT and a 3.0 weighted GPA in the above 16 required credits.~~

***Test Score Requirements for Florida Academic Scholars  
and Florida Medallion Scholars [Florida Statute §1009.531(6)(a)& (b)]  
(2010-11 high school graduates and later)***

(Florida Department of Education <http://www.floridastudentfinancialaid.org/ssfad/bf/>)

			<b>Home Schooled Education Students (with undocumented GPA)</b>	
<b>High School Graduation Year</b>	<b>SAT</b>	<b>ACT</b>	<b>SAT</b>	<b>ACT</b>
<b>Florida Academic Scholars</b>				
2010-11	1270	28	1270	28
2011-12	1270	28	1270	28
2012-13	1280	28	1280	28
2013-14 and thereafter	1290	29	1290	29
<b>Florida Medallion Scholars</b>				
2010-11	970	20	1070	23
2011-12	980	21	1070	23
2012-13	1020	22	1070	23
2013-14 and thereafter	1050 1170	23 26	1100 1220	24 27

~~Florida Gold Seal Vocational Scholars Award [Florida Statute §1009.536] (Florida Department of Education <http://www.floridastudentfinancialaid.org/ssfad/bf/> and <http://www.floridastudentfinancialaid.org/ssfad/bf/>)~~

~~The Florida Gold Seal Vocational Scholars Award is available to a student who meets the general eligibility requirements of the Bright Futures Scholarship Program and the student meets the statutory requirements for the award which includes completing 30 community service hours in a program approved by the School District, identify a social problem that interests him or her, develop a plan for his or her personal involvement in addressing the problem, and, through papers or other presentations, evaluate and reflect upon his or her experience and satisfying the following:~~

~~(1) completes 16 required credits listed below with a Bright Futures weighted GPA of 3.0~~

- ~~▪ 4 English~~
- ~~▪ 4 Mathematics~~
- ~~▪ 3 Natural Science~~
- ~~▪ 3 Social Science (United States history, world history, United States American government, and economics)~~
- ~~▪ 1 fine art or identified career technical education credit~~
- ~~▪ 1 Physical Education~~

~~— (2) completes three secondary school Vocational Job Preparatory or Technology Education Program credits (excluding OJT) in one vocational program;~~

~~— (3) earns a 3.5 unweighted GPA in a minimum of three (3) credits in one vocational program;~~

~~— (4) Earns minimum scores on either CPT, SAT, or ACT, as below:~~

~~———— CPT Reading 83~~

~~———— Sentence Skills 83~~

~~———— Algebra 72~~

~~———— SAT Critical Reading 440~~

~~———— Mathematics 440~~

~~———— ACT English 17~~

~~———— Reading 18~~

~~———— Mathematics 19~~

~~The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of three Career and Technical Education credits in one vocational program and minimum test section scores listed above:~~

- ~~• **3-year Career Preparatory Diploma\*\*** with a 3.0 weighted GPA using the 14 core credits required for graduation listed below:~~

~~— 4 English (3 with substantial writing)~~

~~— 4 Mathematics (including Algebra I)~~

~~— 3 Natural Science (2 with substantial lab)~~

~~— 3 Social Science (U.S. Hist., World Hist., U.S. Govt., and Economics)~~

~~**14 credits**~~

- ~~• **3-year College Preparatory Diploma\*\*** with 3.0 weighted GPA using the 16 core credits required for graduation listed below:~~

- ~~-4 English (3 with substantial writing)~~
- ~~-4 Mathematics (Algebra I and above)~~
- ~~-3 Natural Science (2 with substantial lab)~~
- ~~-3 Social Science (U.S. Hist., World Hist., U.S. Govt., and Economics)~~
- ~~-2 Foreign Language (in the same language)~~
- 16 credits**

- ~~GED with 3.0 weighted GPA using the core credits required for your selected high school graduation option (standard, career, or college)~~

## REPORTING STUDENT PROGRESS

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

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

1. All notifications to parent(s)/guardian(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)/guardian(s) in writing of promotion/graduation requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [Florida Statute §1008.25(1)] The requirements are also included on the District's website within the posted Student Progression Plans.
3. Parent(s)/guardian(s) of a student who is in danger of failing a course or not meeting promotion requirements must be notified in writing at mid-term or at any time thereafter when a student is in danger of not meeting the course/promotion/graduation requirements.
4. At the end of each semester, parent(s)/guardian(s) of students who do not meet promotion/graduation requirements will be notified in writing of the requirements for remediation and/or credit accrual programs.
5. A report card is issued to each student at the end of each nine-week marking period and serves as a written notification of the student's progress. The report card issued at the end of each semester indicates if the student will receive credit for each course and reflects the student's attendance. [Florida Statute §§ 1002.20 (14), 1003.02 (1) 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)/ guardian(s) of each student who has a cumulative grade point average of less than 0.5 above the

cumulative grade point average required for graduation. [Florida Statute §1003.43 (5)(e) 2] This notification shall include an explanation of the policies the School District has put in place to assist the student in meeting the grade point average (e.g., homework hot-line, forgiveness 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 (PMP, IEP, District Plan for Services to English Language Learners (ELLs), 504 Accommodation Plan) developed in consultation with parent(s)/guardian(s). The student's individual plan, with the signature(s) of parent(s)/guardian(s), will serve as written notification as required by Florida Statute §1008.25.

## FREQUENCY OF GRADE REPORTS

[Florida Statute §1003.33 (1)]

High schools in the School District of Palm Beach County report grades on a nine-week schedule.

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

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.

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

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

## RULES FOR GRADING ALL STUDENTS

1. Grades are based on the quality of student performance relative to expected levels of achievement of the *Sunshine State Standards*, the course frameworks and/or course syllabus approved by the principal/designee.
2. Quality of work will be assessed by multiple measures including, but not limited to, 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
  - alternate methods (portfolios and performance assessments) and services [Florida Statute §1003.33(1)(a)].
3. A sufficient number of grades will be recorded to justify the marking-period grade. A marking-period grade is not based solely on a single project.
4. A recorded grade (with the exception of *I* and *N*) may **NOT** be changed after report cards are printed except by one of the following procedures:
  - The change is initiated by the teacher and approved by the principal. **Signatures of both the teacher and the principal are required; OR or**
  - The change is initiated by the principal and approved by the area Superintendent. **Signatures of both the principal and the area Superintendent are required.** The teacher will be consulted prior to the initiation of grade change by the principal if the teacher is on duty. If the grade change is initiated when the teacher is not on duty, the teacher will be notified in writing upon his/her return.
  - In either case, **any grade change** requires **two signatures** on the form *Grade and/or Course Change Documentation* (PBSD 0797) indicating the change and the reason for the change. The procedures to correct a student record are set forth in School Board Policy 5.1816.
5. An *I\** (Incomplete) 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 in order to earn a semester grade.
6. An *N\** given for attendance reasons may be removed only after the student has satisfactorily demonstrated mastery of the subject. Unless changed, a grade of *N\** will result in a final semester average of *F*.
7. Grades are not required for a student who enters a class within the last three weeks of the second or fourth marking period. A grade of *M\** may be recorded on the report card for a

student who has not been enrolled a sufficient number of days to be evaluated. 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.

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)/guardian(s) upon entry to the program and/or at the beginning of each grading period.
11. No ELL student may be denied the opportunity to earn above-average grades because of placement in the 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 transcript grade only, *not* a report card grade. It results in credit for coursework, but does not affect the grade point average (GPA).

\*These grades are for report card purposes only. Unless changed, a grade of N or I will cause the semester average to be computed as an F on the student transcript.

## DESCRIPTION AND DEFINITION OF GRADES

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

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

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:

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

An **I**, unless changed, will remain on the report card and the final average will compute to an **F**. All effort should be made to ensure the student is given ample opportunity to complete missing work in order to earn a semester grade.

Grade of **N**: Attendance Problem\*

Indicates the student has exceeded the absence limits. An **N** (no credit) is recorded as the semester exam grade when the student has not been in attendance for at least 90% of the semester per course and has not demonstrated mastery as described (See Requirements for Earning Credit section). For the purposes of grade calculation, a grade of **N** will result in a semester grade of **F**.

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

Indicates the student was not scheduled in the class for the entire course. Semester credit is not awarded for the course. Approval of the principal is required for the grade of **M**. 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 be used in special situations where it is necessary that the record of the student in the course remain on the report card with a final average of **W**. ~~The course and grades will not be transferred to the permanent academic history for the student.~~

NOTE: A dual enrollment course that results in a grade of “W” will be entered on the student’s high school transcript (s.1007.271(20)).

Grade of **E**: Examination Exemption\*

Indicates the student is exempt from the semester examination.

\*These grades are for report card purposes only. Unless changed, a grade of **N** or **I** will cause the semester average to be computed as an **F** on the student transcript.

Grade of **P** is a transcript grade only, not a report card grade. It results in credit for coursework, but does not affect the grade point average (GPA).

REPORTING STUDENT CONDUCT

[Florida Statute §1003.33(1)(b)]

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

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

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

### 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]; and School Board Policy 5.0901 (2)).

### 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 School District of Palm Beach County.

- 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 courses are weighted at 1.50 times the standard scale with the following exceptions: Trigonometry IB (Course #1211800) and Analytic Geometry IB (Course #1206800) are weighted at 1.125 times the standard scale.

~~Beginning with students entering grade nine in the 2006-2007 school year, a~~All dual enrollment classes must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education 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	=	<b>A</b>
2.6 - 3.59	=	<b>B</b>
1.6 - 2.59	=	<b>C</b>
0.6 - 1.59	=	<b>D</b>
Below 0.6	=	<b>F</b>

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

To receive a passing grade for the semester, the student *must* earn passing grades in two of the three grades used to calculate the semester average [Florida Statute §1003.436(2)].

All make-up work should be completed within two weeks of the end of the semester unless the principal decides that an exception is warranted.

### Senior Exemptions from Semester Examinations

Graduating seniors who have received passing grades in each of the third and fourth nine weeks and who have been in attendance for at least 90% of the semester, may, at their option, be exempt from the final examination. Should the graduating senior choose ~~NOT~~ 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

[Florida Statute §§ 1003.43 (5)(e), 1003.413 (3)(e) and 1003.428 (4)]

- Students may repeat a course taken in grades 9-12 for forgiveness if a grade of *F or D* (Ds 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 is 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 elective course taken subsequently (moved from below). Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. ~~(moved to above) An elective course may be forgiven by another course taken subsequently.~~ When using a different course to forgive an elective, the same semester in which the previous D or F was earned does not have to apply. Ex. 1) a second semester F in world languages may be forgiven by a subsequent first semester C in art. 2) an F in law studies (a semester ~~long~~-course) taken first semester may be forgiven by a C in weight training (a semester ~~long~~ course) taken second semester 3) an F second semester in intensive reading (a year long course) may be forgiven by a C in law studies (a semester ~~long~~-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 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 version course on the e2020 program for original credit.

### Forgiveness for Special Diploma Students

The following forgiveness rules apply when the IEP Team deems the ESE-eligible student has been inappropriately placed in a standard diploma program class and will be placed in a course of study leading to a special diploma.

- Science 9-12 (7920010) will forgive Earth/Space Science (2001310).
- Science 9-12 (7920010) will forgive Biology (2000310).
- Science 9-12 (7920010) will forgive Integrated Science (2002400).

- English 9-12 (7910110) will forgive English I (1001310) and English II (1001340).
- Life Management and Transition 9-12 (7960010) will forgive Health (0800300).
- Mathematics 9-12 (7912050) will forgive Algebra I (1200310).
- Social Studies 9-12 (7921010) will forgive World History (2109310).

### DISTRICT/STATE ASSESSMENT PROGRAM

All students are expected to participate in state and district assessments for accountability purposes except as prescribed by the Commissioner of Education [Florida Statute §1008.22 (3)(c)(8)] (State Board of Education Rule 6A-1.09422 (3) (a) & (b)) ~~A sampling is below:~~

#### Grade 9

~~→ FCAT Reading SSS~~

~~→ FCAT Mathematics SSS (without performance tasks)~~

#### Grade 10

~~→ FCAT Reading SSS and~~

~~→ FCAT Mathematics SSS (with performance tasks) → FCAT Writing~~

~~*Note – Students who have taken the Florida Comprehensive Assessment Test (–) and have attained the achievement requirements for graduation set by the Florida Department of Education are not required to retake the test.*~~

#### Grade 11

~~→ FCAT 2.0 Science~~

#### Tests/Assessments Administered:

- FCAT 2.0 Reading tests are administered to students in grades 3 through 10.
- FCAT 2.0 Mathematics tests are administered to students in grades 3 through 8.
- FCAT 2.0 Science tests are administered to students in grades 5 and 8.
- FCAT Writing is administered to all students enrolled in grades 4, 8, and 10
- Algebra 1 End-of-Course (EOC) Assessment is administered to students in grades 6-12 completing specific courses.
- Geometry EOC Assessment is administered to students in grades 6-12 completing specific courses.
- Biology 1 EOC Assessment is administered to students in grades 6-12 completing specific courses.

NOTE: As of 2009, the High School Competency Test (HSCT), the previous graduation testing requirement, is no longer offered. 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 based on the State Board of Education Rule 6A-1.09421).

### ACCOMMODATIONS FOR DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELLs) (School District of Palm Beach County Plan for Services to English Language Learners (ELLs)  
<http://www.palmbeachschools.org/multicultural/ELLPlan.asp> .

English Language Learners (ELLs) must take all required state and District achievement tests unless they have an IEP, which indicates otherwise. (State Board of Education Rules 6A-1.09432 [\(1\)](#) and 6A-6.09091) However, all active ELL students are eligible to receive accommodations during testing.

Permissible accommodations may include:

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

ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available in instructional settings for ELL students. When a student is classified as both ESOL and ESE, all accommodations listed on their IEP as well as their ELL Plan must be offered. Parents/guardians are notified in writing of all accommodations offered to their child. A copy of this document is maintained in the ELL folder. (State Board of Education Rule 6A-6.09091)

#### Statewide Assessment for Students with Disabilities

(State Board of Education Rules 6A-1.0943, [6A-1.09422 \(11\)](#), [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.

#### Statewide Assessment Accommodations for Students with Disabilities

[Florida Statute §\_1003.01(3)(a)] and (State Board of Education Rules 6A-1.0943 and 6A-6.0331) [See also \(School Board Policy 5.725, SP & P\)](#)

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 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 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-10943(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

(State Board of Education Rules 6A-1.09401 and 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 pursuant to Rule 6A-1.09401 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, pursuant to Rule 6A-1.09401 for all academic areas; and
- The student requires direct instruction in academics based on access points, Rule 6A-1.09401, in order to acquire, generalize, and transfer skills across settings.

#### SPECIAL EXEMPTION

(Section 1003.01(3)(a), F.S.)

Upon approval of the Commissioner, a student with a disability, is eligible for consideration of a special exemption from participation in statewide assessments, including the alternate assessment, under extraordinary circumstances.

Extraordinary circumstances are

- events or conditions that prevent the student from physically demonstrating the mastery of skills that have been acquired and are measured by statewide assessments.
- a learning, emotional, behavioral, or significant cognitive disability or the receipt of

services through the homebound or hospitalized program is not, in and of itself, an extraordinary circumstance.

- physical conditions that affect a student's ability to communicate in modes deemed acceptable for statewide assessments, creating a situation where the results of administration of a statewide assessment would reflect a student's impaired sensory, manual, or speaking skills rather than the student's achievement.

A request for consideration of this special exemption must be submitted to the Commissioner in writing from the district school superintendent no later than thirty (30) school days prior to the assessment administration window. The Commissioner shall determine whether the exemption will be granted based upon the documentation provided by the district school superintendent. A request for the determination of a special exemption must be submitted annually and approved by the Commissioner [School Board Policy 5.725, SP & P.](#)

Attached documentation shall include:

- Written description of the student's disabling condition, including a specific description of the student's impaired sensory, manual or speaking skills and the extraordinary circumstances for the exemption request;
- Written documentation of the most recent evaluation data;
- Written description of the disability's effect on the student's achievement;
- Written evidence that the student has had the opportunity to learn the skills being tested; and
- Written evidence that the manifestation of the student's disability prohibits the student from responding to the statewide assessment, even when appropriate accommodations are provided so that the result of the testing reflects the student's impaired sensory, manual, or speaking skills rather than the student's achievement.



~~2010-2011~~  
**ADULT  
STUDENT PROGRESSION PLAN**

**Entry, Progression, and Graduation**

Effective ~~September 7, 2010~~ **August 2012**



**Mr. E. Wayne Gent, Superintendent of Schools**  
~~Dr. Janis Andrews-Judith Klinek Ann-Killetts, Chief Learning Academic Officer~~  
**Mr. Keith Oswald, ~~Dr. Janis Andrews, Dr. Constance Tuman-Rugg,~~ Assistant Superintendent**  
**Department of ~~Secondary~~ K-12 Curriculum**  
**(561) ~~434-8714 649-60357.1113~~**

## STUDENT PROGRESSION PLANS

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. regarding about the array of curricula, courses, and programs required to implement State and local student progression requirements. It is the responsibility of the Board and District administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences [Florida Statute §1008.25(1)(2)].

The Student Progression Plan ensures that the required program of study, placement, promotion, reporting, retention, and special programs are equitable and comprehensive, thereby providing accountability for all students. To ensure accountability, the School District is committed to the implementation of a Response to Intervention (RtI) framework to integrate/align supports to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality intervention/instruction matched to student needs and use learning rate and level of acceleration, retention and remediation. Response to Instruction/Intervention is a data-based decision making process applied to education. A problem-solving method and the systemic use of assessment data, at the District, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of interventions/instruction needed to improve learning and/or behavior (State Board of Education Rule 6A-6.03018; 34 C.F.R. § 300.302 et. seq.; (a) (2); See School Board Policy 5.725 “Exceptional Student Education Policies and Procedures (SP & P).” ~~at 22 and 78-82-80).~~

The Student Progression Plan reflects current legislative requirements for student progression together with an emphasis on District goals, objectives, and student performance standards approved by the State Board of Education. The School District of Palm Beach County (School District) incorporates herein the Sunshine State Standards (SSS), Next Generation Sunshine State Standards (NGSSS), Common Core Standards, and Academically Challenging Curriculum To Enhance Learning (ACCEL) options that provide academically challenging coursework or accelerated instruction to students in Kindergarten through grade 12 into the Student Progression Plan ([Florida Statute § 1001.03, 1003.42 & 1002.3105] and State Board of Education Rule 6A-1.09401(2)(3)).

District 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 and reports and providing leadership for instruction that meets the needs of all students [Florida Statute §1001.54 and 1012.28].

Teachers are responsible for providing effective instruction and remediation and documenting instruction in all content areas and students' mastery of the above Standard

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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. Florida Statutes § 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\(6\)](#)] or is a co-enrolled student who is currently enrolled in a 9<sup>th</sup>-12<sup>th</sup> 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 Statute § 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-6.012, 6A-6.014, 6A-6.015, 6A-6.0571 and 6A-6.020 govern the administration of Adult High School/Co-Enrolled Credit Recovery Program.

### Instructional Program

The State of Florida Adult High School Curriculum Framework provides a minimum set of standards to be used by all facilitators delivering adult high school education. Adult high school education includes both high school diploma programs and co-enrolled courses of study. The Adult High School Curriculum Framework provides consistency, programmatic quality and integrity, and a continuum of service. The skills represented in the framework provide the instructor with the minimum basic competencies required in a discipline. Students in this program must meet all State and local requirements for graduation, 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/rtf/32010203.rtf> . The Florida Department of Education Curriculum Framework for Co-Enrolled can be found at: <https://www.fldoe.org/workforce/dwdframe/rtf/32010202.rtf> .

## ADULT HIGH SCHOOL

### Entrance Criteria

[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

- Has officially and legally withdrawn from an elementary or secondary program under Florida Statute §1003.21 (1) (c), unless the State Board of Education Rule exception is met<sup>1</sup>
- 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)

It is required that a student score a 9.0 grade level or above in reading on a State-approved assessment instrument (TABE 9/10) before starting academic courses. (Florida Department of Education Technical Assistance paper on Assessment in Adult Education, 2/09)

### **TUITION AND OUT OF STATE FEES**

As of July 1, 2011, all adult education programs will be required to charge the following tuition and out-of-state fees, per Florida Statutes § 1009.22 except for students who are exempt or whose fees are waived.

The 2011 General Appropriations Act and associated conforming bills of the Florida Legislature created significant changes for the adult general education program.

The 2011 legislative actions:

- a) Establishes the standard rate of tuition (or block tuition) for adult general education programs as \$30 per term, or for an out-of-state non-resident a fee of \$120.00.
- b) See Florida Statutes § 1009.22(3) and 2011 General Appropriations Act.
- Disallows the charging of discretionary financial aid, capital improvement, and technology fees for adult general education. See Florida Statutes § 1009.22(3).
- Requires school districts to adopt policies and procedures for the collection of and accounting for the expenditure of block tuition. See Florida Statutes § 1009.22(3).
- Requires that all block tuition funds must be used to support adult general education, and not to support K-12 programs or district K-12 administrative indirect costs. The legislation further requires the Auditor General to verify a district's compliance.
- Requires residency for tuition purposes be determined based on the requirements of Florida Statutes § 1009.21.

### **Tuition and Fees**

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.

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<sup>1</sup> That exception is:” the school 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.” (State Board of Education Rule 6A-6.014 (2))

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 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.
- Fee Waivers. The Board may grant fee waivers, as provided in Florida Statutes § 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.

The Board shall grant such waiver by resolution. No fee waivers are allowed for students taking classes for strictly personal or hobby use.

The 2011 General Appropriations Act further provided:

- A district may grant waivers for programs funded through workforce development appropriations for up to 8 percent of the fee revenue that would otherwise be collected.
- 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 in the 2012-2013 fiscal year for a maximum of two core curricula courses for credit recovery and dropout prevention purposes only.

Please refer to the Frequently Asked Questions at <http://www.fldoe.org/workforce/pdf/Attachment-AGEstatutorychanges-qa.pdf>

### Residency for Tuition Purposes

Residency of students shall be determined in accordance with Florida Statutes § 1009.21. 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, PBSD Form 2419, incorporated herein by reference.

~~As of July 1, 2011, all adult education programs [h1] will be required to charge the following tuition and out-of-state fees, per Florida Statutes § 1009.22 except for students who are exempt or whose fees are waived:~~

~~Tuition for 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.~~

Please refer to the Frequently Asked Questions at <http://www.fldoe.org/workforce/pdf/Attachment-AGEstatutorychanges-qa.pdf> for additional information on 2011 statutory changes.

### **Residency for Tuition Purposes**

~~Districts and colleges must use the criteria identified in Florida Statute § Section 1009.21, F.S., to determine residency status for tuition purposes. The FLDOE Articulation Coordinating Committee produced technical assistance papers that can be found at <http://facts.org>. Open the link to “Counselors & Educators.” Under the heading “Advising Manuals,” open the link to “Residency Guidelines.” Residency for tuition purposes must be determined for students whose initial enrollment occurs after July 1, 2011.~~

~~Students must complete PBSD form 2419 for purposes of determining residency for tuition purposes.~~

### **Entrance Criteria**

[Pursuant to Fla. Laws 2011-63 amending Florida Statutes §1011.80\(10\) for the adult high school co-enrollment program for 2012-2013, students enrolling in adult education's co-enrolled program for credit recovery, otherwise known as Credit Lab, are limited to two core curricula courses per year, as defined in Florida Statutes §1003.01\(14\) \(c\) as adopted by Fla. Laws 2011-55 §14. All courses must be completed by June 30, 2013.](#)

The following forms are required for all Adult High School students:

- Counselor completes Adult Credit Permission [PBSD SDPBC](#) Form 1696
- Coordinator/Teacher completes Adult Registration [PBSD SDPBC](#) Form 1700
- Coordinator/Teacher completes Adult Enrollment [PBSD SDPBC](#) Form 1701

***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.***

Per State Board of Education Rule 6A-6.014 (4), the following test, English language versions only, are approved to be used for placement 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 Statutes §1004.02(7).

Tests for Adult Basic Education ([TABE](#)) [Version 9-10 Complete Language Assessment System-English \(TABE CLAS-E\)](#) (~~all active assessments as of the date of this rule~~) are used for the placement of a student enrolled in Adult High School.

Credit Requirements [Florida Statute §1004.02 (4)]

The standards for adults to graduate with a high school diploma are generally the same as those general requirements for secondary students but exceptions are noted within Florida Statutes §1003.43 (6).

*Exceptions include: The physical education requirement is waived for the adult credit student. An elective credit may be chosen to substitute for the one credit in physical education. [Florida Statute §1003.43 (6) (a)] The laboratory component of the science requirement is waived 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 if offered may be undertaken by adult secondary education students. Enrollment and satisfactory completion of such a course shall satisfy the credit in performing fine arts required for high school graduation.*

### Determination of Appropriate Course Enrollment

Students, who wish to enroll in the school district's Adult High School Credit Program or in the Adult Education Center's Credit Lab, must first submit an official copy of their high school transcripts to a certified guidance counselor for review and determination of required courses for graduation. The student must then be provided with a list of courses that will satisfy the graduation requirements.

### Awarding of Credits

Adult High School 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 PBSD SDPBC Form 1086 must to be completed and submitted to the data processor in order for the student to receive a grade and credit.

### Adult High School Diploma

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.

**NOTE: 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 (State Board of Education Rule 6A-6.020 (3) (a))

High school credit may be awarded for educational experiences in the armed forces of the United States under the following conditions:



- (a) Two (2) units of elective subject credit, recorded as military training, may be granted to any individual who has satisfactorily completed a minimum of one (1) full year of service in the armed forces, as evidenced by documentation provided by the armed forces.
- (b) Correspondence courses in high school subjects taken under the auspices of the United States Armed Forces Institute may be accepted for credit, provided bona fide certificates of course completion are presented showing the necessary information for proper evaluation of the credit to be awarded.
- (c) Organized courses of instruction completed in special schools operated by the armed forces may be accepted for credit, provided documentary evidence of course completion is submitted, and provided further that the amount of credit awarded in each case shall be in accordance with recommendations of the American Council on Education, as contained in the Council's publication, "A Guide to the Evaluation of Educational Experience in the Armed Services."
- (d) Local school officials may not award more than eight (8) credits toward high school graduation based on military experiences and course work completed while in the armed forces.

### **CO-ENROLLED CREDIT PROGRAM (Credit Lab)**

A co-enrolled student is one who is currently enrolled in a 9<sup>th</sup>-12<sup>th</sup> grade high school program who is taking credit courses required for high school graduation through adult education. (State Board of Education Rule 6A-6.011 & 6A-6.014 (2)) and [Florida Statute §1004.02 (6)].

~~The 2012 legislative amended Section~~ Pursuant to Florida Statutes §1011.80(10), Florida Statutes for the adult high school co-enrollment program for SY2012-2013. students enrolled in grades 9-12 may be enrolled in the co-enrollment program offered through District and workforce education; however, students may only be reported for funding in an adult education program under the following circumstances:

- 1) Permitted for SY Year 2012-2013 only (July 1, 2012 to June 30, 2013)
- 2) Student enrollment is limited to two core curricula courses per year for credit recovery.
- 3) Such students are exempt from the payment of the block tuition for adult general education programs provided in Florida Statutes §1009.22(3)(c).
- 4) Students who are co-enrolled in core curricula course for credit recovery or dropout prevention purposes and do not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school may be reported for funding for up to two courses per student.

Core curricula courses are defined in Florida Statutes § 1003.01(14)(c). ~~F.S. as adopted in Chapter 2001 §14, Laws of Florida (Senate Bill 2120).~~ This statute defines ~~The following language on~~ core curricula for high school students as ~~is provided:~~

“courses in grades 9 through 12 in subjects that are measured by state assessment at any grade level and courses that are specifically identified by name in statute as required for high school graduation and that are not measured by state assessment, excluding any extracurricular courses pursuant to subsection (15).”

## Entrance Criteria

- Any 9<sup>th</sup>-12<sup>th</sup> 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.

~~Pursuant to Fla. Laws 2011-63 amending Florida Statute §1011.80(10) for the adult high school co-enrollment program for 2011-2012, students enrolling in adult education's co-enrolled program for credit recovery, otherwise known as Credit Lab are limited to two core courses per year, as defined in Florida Statute §1003.01(14) (c) as adopted by Fla. Laws 2011-55 §14. All courses must be completed by June 30, 2012.~~

- An Adult High School Course Permission PBSD 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, FAC)

## Entrance Procedure

The following forms are required for all co-enrolled students:

- Counselor completes Adult Credit Permission ~~SDPBC~~ **PBSD** Form 1696
- Coordinator/Teacher completes Adult Registration ~~SDPBC~~ **PBSD** Form 1700
- Coordinator/Teacher completes Adult Enrollment ~~SDPBC~~ **PBSD** Form 1701

For a complete listing of courses available, contact the Adult and Community Education Department or visit the web site at [www.palmbeachschools.org/ace](http://www.palmbeachschools.org/ace).

## 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 PBSD Form 1086 needs to be completed and submitted to the data processor in order for the student to receive a grade and credit.

## Awarding of Diplomas

High School Diplomas Awarded to Students Graduating from this Program:

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:

1. Standard Diploma—awarded to students who meet all criteria established by the School Board and state law. [Florida Statute §§ 1003.43 (10) (a) and 1003.429 (9)] (State Board of Education Rule 6A-1.0995 (1))
2. Diploma with Academic Honors—awarded to students who meet all criteria established by the School Board and state law for a regular diploma and who have an unrounded cumulative honors grade point average of at least 3.5 and a minimum combined score of 1270 on the critical reading and math sections of the SAT or minimum composite score of 28 on the American College Test (ACT)
3. 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-6.109961 and 6A-1.0995(2))

OR

Certificate of Completion [Florida Statute § 1003.428 (7) (b)]

4. Standard Certification of Completion – awarded to students who meet all criteria established by the School Board and state law except for passing the required state assessment and/or the required 2.0 minimum 2.0 cumulative grade point average. [Florida Statute §§ 1003.428 (7)(b); 1003.43( 10)(b) and 1003.438] (State Board of Education Rules 6A-1.0995 (3))

### 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.

### **GENERAL EDUCATIONAL DEVELOPMENT (GED) TESTS**

[Florida Statute §§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.

### **Eligibility**

~~A person who is not currently enrolled in a secondary school shall:~~

~~➤ Be at least eighteen (18) years of age at the time of examination.~~

Persons 16-17 years of age who have withdrawn from school and have been granted an Age Waiver by the Palm Beach County Superintendent of Schools or designee. A General Educational Development (GED) Age Waiver Applications (PBSD Form 0944) may be obtained from a community school offering a GED instructional program. (See DOE website at: <http://www.fldoe.org/faq/default.asp?Dept=203&Cat=> , Frequently asked questions).

Individuals may register for the GED Test at any community school, listed in the GED testing program found at this website: [www.palmbeachschools.org/ace](http://www.palmbeachschools.org/ace). An applicant must complete an application form and at the time the application is filed pay the testing fee as established by the District. The fee shall be in an amount of not less than the total national and state required fees nor more than seventy (70) dollars for each candidate taking the entire test battery consisting of the five (5) GED Tests.

Valid driver's licenses, valid passports, military IDs, or other forms of government-issued (national or foreign) identification that show name, address, date of birth, signature, and photograph are all acceptable forms of identification, unless there is a reason to question their authenticity. Outdated identification or identification suspected of being forged shall not be accepted. (General Education Diploma Testing Services (GEDTS) Chief Examiner Manual, 2008, Section 4.2, p35).

A person who is not currently enrolled in a secondary school shall:

- Be at least eighteen (18) years of age at the time of examination.

And

- ~~➤ Reside in the State of Florida at the time application is made.~~

~~Exception: — Persons 16-17 years of age who have withdrawn from school and have been granted an Age Waiver by the Palm Beach County Superintendent of Schools or designee. A General Educational Development (GED) Age Waiver Applications (PBSD Form 0944) may be obtained from a community school offering a GED instructional program. (See DOE website at: <http://www.fldoe.org/faq/default.asp?Dept=203&Cat=> , Frequently asked questions)~~

Individuals may register for the GED Test at any community school, listed in the GED testing program found at this website: [www.palmbeachschools.org/ace](http://www.palmbeachschools.org/ace). An applicant must complete an application form and at the time the application is filed pay the testing fee as established by the District. The fee shall be in an amount of not less than the total national and state required fees nor more than seventy (70) dollars for each candidate taking the entire test battery consisting of the five (5) GED Tests. The applicant must also present one of the following:

Valid driver's licenses, valid passports, military IDs, or other forms of government-issued (national or foreign) identification that show name, address, date of birth, signature, and photograph are all acceptable forms of identification, unless there is a reason to question their authenticity. Outdated identification or identification suspected of being forged shall not be accepted. (General Education Diploma Testing Services (GEDTS) Chief Examiner Manual, 2008, Section 4.2, p35)

▶ ~~a valid Florida Driver's License or~~

▶ ~~a Florida Identification Card or~~

▶ ~~a valid passport (If presenting a passport, applicant must provide proof of residency, in the State of Florida i.e. utility bill or tax record to document address) or~~

▶ ~~a military ID~~

State Board of Education Rule (SBER) 6A-6.021 allows for the awarding of a State of Florida High School Equivalency Diploma to a candidate who meets the requirements of the Rule and who attains a standard score of 410 or above on each of the five GED Tests with an overall average of 450 (or total score of 2,250). Candidates may retake one or more subtests, for a fee of not less than the total national and state required fees nor more than sixteen (16) 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.

### **Special Accommodations**

[www.fldoe.org/workforce/ged/pdf/ged\\_accommodation\\_manual.pdf](http://www.fldoe.org/workforce/ged/pdf/ged_accommodation_manual.pdf)

Special Accommodations to the GED Test are available to candidates who self-identify and provide current documentation with diagnosed disability, according to the American Disabilities Act (ADA, 1990) [Florida Statute §1004.02(3) & (7)]. Under the ADA, testing agencies are required to provide reasonable accommodations to individuals with disabilities.

When warranted by the documentation, GED Testing Service (GEDTS) provides one or more of the following accommodations:

1. Extended time (amount of time must be specified)
2. Audiocassette
3. Braille
4. Private room
5. Supervised frequent breaks (time on and off must be specified)
6. Calculator (for Part II of the mathematics exams, as all candidates are entitled to utilize a calculator for Part I)
7. Interpreter
8. Scribe
9. Other

(See: [http://www.acenet.edu/Content/NavigationMenu/ged/test/Take/Accommodations\\_Disab.htm](http://www.acenet.edu/Content/NavigationMenu/ged/test/Take/Accommodations_Disab.htm))

Accommodations that would fundamentally alter what the GED Tests are intended to measure will not be authorized, nor should accommodations that jeopardize test security or that unduly compromise the standardized nature of the GED Tests.)

Candidates requesting accommodations due to disability must complete one or more of the following forms developed by the GED Testing Service (GEDTS) and obtained from the Department of Adult Education:

- Request for Testing Accommodations – Physical Chronic Health
- Request for Testing Accommodations – Emotional/Mental Health Disability
- Request for Testing Accommodations – Learning and Other Cognitive Disabilities
- Request for Testing Accommodations – Attention Deficit/Hyperactivity Disorder

Approval for accommodation(s) is reserved to the Florida Department of Education.

## ~~ANNUAL REPORT~~

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

~~The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion. [Florida Statute §1008.25(8)(b) 1]~~

~~By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT. [Florida Statute §1008.25(8)(b) 2]~~

~~By grade, the number and percentage of all students retained in grades 3 through 10. [Florida Statute §1008.25(8)(b) 3]~~

~~Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b). [Florida Statute §1008.25(8)(b) 4]~~

~~Any revisions to the district school board's policy on student retention and promotion from the prior year. [Florida Statute §1008.25(8)(b) 5]~~