

2006-2007~~2005-2006~~
HIGH SCHOOL
STUDENT PROGRESSION PLAN

Entry, Promotion, and Retention

for

Grades 9 – 12

Effective ~~July 28, 2005~~



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The Student Progression Plan's enclosed content is valid as of School Board approval September 2006. Revisions, if necessary, due to legislative action will be available at each district school.

STUDENT PROGRESSION PLAN

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

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

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

ENTRY AND ATTENDANCE REQUIREMENTS

INITIAL ENTRY REQUIREMENTS

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

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

Florida Statute §1003.21(4)

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

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

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

2. certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22] ([School Board Policy 5.06 \(A\) \(2\)](#)) (Recommended form: DH 3040 – See *Health Requirements.*);
3. proof that student resides within the boundary of the school to which he/she is applying by presenting documentation, such as lease, mortgage or utility bill.
4. a certificate of immunization [Florida Statute §1003.22]. Students will not be admitted into class without proof of immunization.

Students who are without a fixed, regular and adequate residence are homeless. According to the McKinney-Vento Act, (Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C) homeless students are to be [immediately](#) enrolled in the school the local education agency (“LEA”) determines to meet the “best interest” of the child. [immediately](#). Homeless children must be admitted to the school where they or their families live. [Florida Statute §1003.21(1)(f)] Arrangements are to be made for immunization, transportation and all other school services. ~~For further details contact the Department of Safe Schools/Prevention Center at (561) 982-0900 or PX 50900.~~ Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment.

A School District of Palm Beach County *New and Returning Student Registration* form (PBSD 0626) should be completed by the student's parent(s)/guardian(s). School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families.

MAXIMUM AGE LIMIT FOR ATTENDANCE ([School Board Policy 5.07](#))

~~An enrolled student who is involved in a continuous high school study program shall be exempt from this restriction. A person who has attained the age of twenty (20) years on or before the opening of the school year shall not be enrolled in any regular senior high program. A student’s continuous study program shall not be extended beyond the end of the semester in which the student reaches the age of twenty-one (21) years.~~

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

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

A nineteen (19) year old person who has had a break in enrollment (see exception above), who will reach 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.

(Moved from H/3:Original H/2) A student with a disability shall be considered to be “in a continuous study program” when that student’s Individual Education Plan (IEP) requires

continued services by the district. **If a student with a disability graduates with a special diploma, a certificate of completion, or a special certificate of completion, and has not reached the age of 22, the student may, at his/her option, continue to receive Free and Appropriate Public Education (FAPE) until that student's 22nd birthday or until he/she earns a standard diploma whichever comes first.** Graduation with a standard diploma, regardless of age constitutes cessation of FAPE requiring written prior notice.

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

A child who attains the age of eighteen (18) years during the school year is not subject to compulsory school attendance beyond the date which he/she attains that age.

(Moved to H/2) A student with a disability shall be considered to be "in a continuous study program" when that student's Individual Education Plan (IEP) requires continued services by the district. **If a student with a disability graduates with a special diploma, a certificate of completion, or a special certificate of completion, and has not reached the age of 22, the student may, at his/her option, continue to receive Free and Appropriate Public Education (FAPE) until that student's 22nd birthday or until he/she earns a standard diploma whichever comes first.** Graduation with a standard diploma, regardless of age, constitutes cessation of FAPE requiring written prior notice. (Moved to

Any further exception ~~to this directive~~ 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. (~~Refer to Administrative Directive D-5.012-21 and School Board Policy 6Gx50-5.07~~)

HEALTH REQUIREMENTS

Immunization

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

The *Certificate of Religious Exemption*, HD Form 681, is available only through the Palm Beach County Health Department. It is not available from private physicians.

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

DPT (Diphtheria, Whooping Cough, Tetanus)

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

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

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

Polio (Trivalent Oral Polio Vaccine or TOPV)

Four (4) doses

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

MMR (Measles, Mumps, Rubella)

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

Grades 11 and 12 – One dose MMR

Hepatitis B (three-shot series)

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

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

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

Physical/Health Examination

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

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS - 2005-2006-2007

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

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

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

General Transfer Information

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

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

1. validation of the official transcript is deemed necessary under the SACS policy;
2. the student does not possess an official transcript; or

3. the student is a home education student without an official transcript from an educational institution or program.

Validation Process

Validation of credits shall be based on performance in courses at the receiving school. A student transferring into a school shall be placed in the appropriate sequential course(s) and must have a minimum grade point average of 2.0 per course being validated at the end of the first grading period the student is enrolled. Students who do not meet this requirement shall have credits validated using the *Alternative Validation Procedure*, as outlined below.

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

Alternative Validation Procedure

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

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

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

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

The ESOL coordinator/contact person and the school counselor/administrator review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement. 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](#)

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

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

[English Language Learners LEP students](#) are scheduled into classes that fulfill graduation requirements and the district's pupil progression plan.

[English Language Learners LEP students](#) are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done.

School board policy and administrative directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents.

Parents/guardians may appeal academic placement decisions to the principal.

Students with Disabilities

504 Students

A transferring 504 student 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 the existing 504 Plan and **must** revise as needed.

Exceptional Student Education (ESE) Students ([School Board Rule 6A-6.0334](#))

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

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

An ESE student who is transferring from an out-of-state public school who has a current IEP/EP and evaluation data necessary to determine that the student meets Florida's

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

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

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

To be awarded ½ credit in a high school course, a student must be present for at least sixty-eight (68) hours. [Florida Statute §1003.436] A student who has received fewer than sixty-eight hours of instruction **must** demonstrate proficiency of the content taught in the course. Proficiency is demonstrated by:

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

AND

2. Passing the course semester exam. (Directive D-5.011)

Students with Disabilities

In the case of students with disabilities who have an IEP or 504 Plan, excessive absences must be addressed by the IEP/504 Team. (State Board of Education Rule 6.0331 (2) (d)) If the team has documented **the implementation of appropriate** interventions to address the absences, the student may be treated in the same manner as any general education student. In this case, in order to receive a passing grade, an ESE/504 student with excessive absences **must** demonstrate proficiency in the subject(s) in which the absences occurred. The marking period assessment **must** be administered in the manner prescribed on the student's IEP/504 Plan.

If the school is presented **with** a written medical statement by a physician/psychiatrist **who is** licensed in the **S**tate of Florida that addresses the absences, the IEP/504 team must convene, **and** discuss **some** possible interventions, and may **determine how address** the course/credit requirements **may be met** in an alternate manner to **enable the student to obtain** passing **grades a marking period assessment** in the subject(s) in which the absences occurred. This **must** be documented on the student's IEP/504 Plan. The **written medical statement letter** presented by the parent from the licensed physician/ psychiatrist is subject to review by the school district.

Hospital Homebound Services

If a student is confined to home or hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program is available in the *Specially Designed Instructions for Students Who Are Homebound or Hospitalized* [State Board Rule 6A-6.03020] and in the *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students* [State Board Rule 6A-6.03411].

MAKING UP WORK

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

- a. Student illness - If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance.
- b. Medical appointment
- c. Death in the family
- d. Observance of a religious holiday or service that is recognized as such by all members of the faith
- e. Subpoena by a law enforcement agency or mandatory court appearance
- f. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal or the principal's designee.

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

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

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

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

STUDENT WITHDRAWALS

Prior to the Last Two Weeks of the Semester

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

During the Last Two Weeks of the Semester

Students who leave school **during** the last two weeks of any semester **must** show evidence that the withdrawal is mandatory, and the student **must** successfully complete any necessary examinations, as appropriate, in order to receive course credit. Principals are authorized to make arrangements for the administration of examinations. [\(School Board Policy 8.04 \(3\)\)](#)

Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances preclude full compliance by the student. Approval is mandatory prior to the student's leaving school.

Student Withdrawals for Home Education Program

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

Home Education correspondence should be mailed to:

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

PROGRAM DESCRIPTION

COURSE OF STUDY

The School District of Palm Beach County Curriculum Guidelines incorporate the strands, standards and benchmarks that delineate student performance standards as

defined by the Florida Department of Education *Sunshine State Standards*. [[Florida Statute §1003.41](#)] The curriculum guidelines include benchmarks for:

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

In addition, course descriptions/frameworks are provided for each high school course. District-adopted textbooks and/or instructional materials are provided for all high schools. High school credit is not awarded for any course not supported by a curriculum description/framework provided by the School District.

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

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

FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY

GOAL 3: STUDENT PERFORMANCE

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

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

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

SPECIAL PROGRAMS

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

Career Education Job-Preparatory Programs

High schools in the School District of Palm Beach County offer a variety of programs that prepare students for employment in specific occupations. Recent legislation has substantially changed many of these programs and has mandated placement and productivity standards as conditions for continued funding. It is essential that parents, students, teachers, school counselors and administrators be aware that individual job-preparatory courses do not stand alone but are part of a planned sequence of courses leading to occupational proficiency and program completion. The Palm Beach County Tech Prep Consortium has developed many programs of study that provide the planned sequence of courses linked to postsecondary educational goals. Not all job-preparatory programs are offered at all high schools. ~~There are some high schools that are career academies. Students should have a career goal set before entering a job-preparatory program or a career academy.~~

A variety of family and consumer science education, health science education, business technology education, agricultural science education, and marketing education, ~~and diversified career technology education (DCT)~~ job-preparatory programs are available both in the high schools and in the career academies. A student who completes selected vocational job-preparatory programs may elect to substitute the program for one required credit in English, mathematics or science as specified in the *Course Code Directory* published annually by the Florida Department of Education. ~~The substitution is limited to the last required credit.~~

~~Students at grade levels below those indicated in the *Course Code Directory* may be enrolled in job-preparatory programs as part of a dropout prevention strategy or to meet particular job-preparation objectives or special-learning needs. Placement must be documented through a formal staffing process and approved by the area superintendent, school principal and/or technical education center director. These students will earn secondary credit, generate appropriate FTE and be reported at the lowest acceptable grade level specified in the *Course Code Directory*.~~

~~Students completing secondary job-preparatory programs at career academies may be enrolled, or dually enrolled, in corresponding adult programs in order to develop competencies not included in the less-extensive secondary programs. These students will earn secondary credit, generate appropriate FTE and be reported at the lowest acceptable grade level specified in the *Course Code Directory*.~~

Career Academies [Florida Statute §1003.491 & 1003.493]

Students may enroll in a full-time Career Academy, which will provide them with intensive career-preparatory programs. A career and professional academy is a research-based program that integrates a rigorous academic curriculum with an

industry-driven career curriculum. Students completing career and professional academies receive a standard high school diploma, the highest available industry certification, and postsecondary credit if the academy partners with a postsecondary institution. In addition ~~to a college-ready or standard diploma~~, students have the opportunity to earn one or more of the following:

- ~~Industry Certification~~
- ~~Credit toward an Applied Technology Diploma~~
- Career Education Certificate of Program Completion
- Alignment with a Tech Prep Pathway
- State Licensure

School-to-Career

School-to-Career is a comprehensive system that includes school-based learning, work-based learning and connecting activities that appropriately involve business and industry as well as educators, students and parent(s)/guardian(s). These activities match student interests and abilities to job opportunities and provide workplace experiences that lead to a smooth transition from school to career. Some age-appropriate activities include tours of business sites, career presentations, job shadowing, mentoring and internship.

- School-based learning integrates academics and career exploration in a program of study that motivates students to perform at grade level or above.
- Work-based learning involves employers, students and teachers in a planned program to offer career-related experiences in business, corporate or professional work settings.
- Connecting activities ensure that the school-based and work-based learning components complement one another.
- ~~Prior to high school graduation, the school shall provide FCAT score reports to the student, which may serve as an assessment of necessary skills for the workforce. [Florida Statute §1006.02 (4)]~~

Tech Prep

The goals and objectives of the Tech Prep initiative ~~are are to provide career pathways that integrate applied academics courses~~ to prepare students for post-secondary education and the workplace.

~~Students may enroll in Tech Prep programs to meet specific career objectives.~~ Beginning in ninth grade, a high school student can begin a career pathway that includes a proficiency in mathematics, communications, science and a career sequence of courses in a career cluster (i.e., business, marketing, drafting, computer technologies, ~~culinary food services~~, child care and health occupations). This will provide preparation for careers that will ~~have~~ continued ~~to~~ growth in the 21st century. In addition, articulation agreements with postsecondary institutions ~~such as Palm Beach Community College enable~~ provide students ~~with the opportunity~~ to receive college

credit for many of their secondary [career and technical education](#) courses. Scholarships are available to students who successfully complete a Tech Prep pathway.

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

The 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 \(ELLs\)](#) ~~Limited English Proficient (LEP)~~ and/or Exceptional Student Education (ESE) who meet the eligibility criteria for dropout prevention may be considered for placement. Various programs and support activities are available in most schools throughout the district.

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

1. an alternative education (dropout prevention) performance-based (competency-based) program that allows for shortened instructional time and awards credits for the mastery of 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. ~~[Florida Statute §1003.437]~~

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

GED Exit Option

The GED Exit Option requirement may be utilized for eligible students in designated approved programs. The requirements and the schools/sites authorized to implement the program are indicated in The School District of Palm Beach County School to Work GED Exit Option Model Information and Guidelines Manual. Eligible students **must** be enrolled in an approved program. The student's class with whom he/she entered kindergarten **must** be scheduled to graduate during the current year or have already graduated. Qualifying students whose credit or GPA deficiencies classify them in the 9th grade, upon enrollment, will be assigned to the 10th grade in order to be eligible to take the state assessment test. The students **must** meet all requirements stated in the above-

referenced manual as well as pass the required state assessment test and the GED tests in order to receive the standard high school diploma or the State of Florida Diploma.

Distance Education Program

The Florida Virtual School (FLVS) [[Florida Statute §1002.37](#)]

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

A student who is a full-time student in the school district **must** have permission from his/her school counselor and principal to enroll in FLVS. Access shall be available to students during the school year and through the summer. For more information, see the *School District of Palm Beach County Florida Virtual School Guidelines*.

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

School-to-School Programs

Distance Learning is available from school-to-school for selected courses identified by the principals of the participating schools.

~~[English Language Learners \(ELLs\) Programs for Limited English Proficient \(LEP\) Students](#)~~ (State Board of Education Rules 6A-6.0900; School District of Palm Beach County English Language Learners (ELLs) Plan, 2004-2005 to 2007-2008)

All [English Language Learners](#) ~~LEP students~~ must be given **equal access** to the general education curriculum as defined by the School District of Palm Beach County Curriculum Guidelines. The general education standards and benchmarks should be the basis of their curriculum. They are placed in ~~these~~ courses [based on need and eligibility](#), regardless of their English language proficiency. The individual student's [English Language Learners LEP](#) plan documents the instructional strategies required to ensure the student an equal opportunity to master the general education curriculum.

Note: See the *School District of Palm Beach County [English Language Learners Limited English Proficient Students](#) District Plan* for full explanation of services and models.

Gifted Education ([State Board of Education Rule 6A-6.03313](#))

~~For a~~ [Sstudents](#) enrolled in the gifted program [have an opportunity to access](#); a qualitatively different 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 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~~ ~~incorporates~~ the student's special abilities and interests. For more information regarding these programs refer to *Special Programs and Procedures for Exceptional Student Education—Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students*.

Students with Disabilities

504 Students

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

ESE Students

For students with disabilities ~~who are~~ enrolled in an Exceptional Student Education (ESE program, their IEPs specify the ~~specifically designed instruction and related services that are necessary to meet their unique needs~~ ~~appropriate curriculum and unique aspects of their programs~~. 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 other special program options~~ 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.

In all cases, the IEP Team makes special program placements and ~~the educational curricular~~ decisions. The IEP Team develops the IEP to ~~also~~ ~~addresses~~ measurable annual goals and short-term objectives/ benchmarks to meet the unique needs of the student ~~that are appropriate as well as appropriate classroom modifications~~. The IEP may specify whether accommodations/**modifications are necessary ~~may be~~ 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~~. ~~Modifications listed on~~ The IEP must be implemented as indicated.

For exceptional students, as part of their IEP, a *Transition Plan* **must** be written ~~in~~ ~~when the student enters~~ ~~grade 9~~ ninth grade (or earlier if the student will turn 16 years of age during the interval of the IEP). The *Transition Plan* delineates ~~appropriate~~

measurable postsecondary goals ~~an outcome statement~~ and transition services that can assist a student's postsecondary transition and is to be reviewed annually.

- By the end of a student's eighth grade year or by age 14, whichever comes first, the IEP Team ~~committee~~ shall document on the IEP whether the student is pursuing a high school course of study leading toward a Standard or Special Diploma. This decision shall be reviewed annually. [Florida Statute §6A.6.0312]

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

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

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

Hospital Homebound Services

(See Attendance Requirements for Earning Credit section.)

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 **F.S. Florida Statute §1002.41**.

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

Acceleration Mechanisms [Florida Statute §6A.1003.429]

At the beginning of each school year, students and parents/guardians of students in or entering high school **must** be notified of the opportunities and benefits of mechanisms that result in acceleration through high school and/or college (i.e., Advanced Placement, International Baccalaureate, dual enrollment, graduation options, Advanced International Certificate of Education Program, Florida Virtual School, and Palm Beach Virtual Community School courses). [Florida Statutes §1003.02(1)(i); 1003.429]

Any student who earns 9 or more credits from one or more of the acceleration mechanisms (i.e., Advanced Placement, International Baccalaureate, dual enrollment, and Florida Virtual School courses) is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term. [Florida Statutes §1007.27(10)]

Post Secondary/Correspondence Course Programs

A correspondence course from an approved college may be taken for credit with **prior approval from the principal**. To be approved, a correspondence course **must** be listed in the *Florida Course Code Directory* for the year the student took the course and **must** satisfy the state course frameworks and performance standards. Credit is not awarded for foreign travel unless it is a part of a bona fide program from an accredited institution and treated as transfer credit. Credit earned in an accredited post secondary school not a part of the dual enrollment program will not be included in HPA calculations.

Dual Enrollment Program

An Interinstitutional Articulation Committee made up of School District, Palm Beach Community College and Florida Atlantic University personnel establishes rules, regulations, and policies of dual enrollment. [Florida Statute §1007. 235]

(Moved from H/20;original H/18) The following requirements and conditions, as stated in the interinstitutional articulation agreements, **must** be met in order for a student to be eligible for participation in the Dual Enrollment Program:

- Students who wish to participate in the Dual Enrollment Program **must** contact the school guidance office to begin the dual enrollment application process. ~~However, it is strongly recommended that the students have completed the sophomore year before enrolling in the dual enrollment program.~~
- Dual enrollment of ninth graders is limited to the second semester at PBCC only.
- The student **must** have a GPA or HPA of 3.0 or higher
- The student must earn a passing score (s) on either the SAT, ACT, or FCELPT as specified in the Interinstitutional Articulation Agreement.
- The student **must** receive approval of the high school principal.
- The student **must** satisfy any prerequisites.
- The college/university **must** have space available in the requested course.
- The student enrolled in this program **must** maintain a 3.0 unweighted GPA [Florida Statute §1007.271(3)] or HPA and **must** earn a grade of **C** or better in any college-level work in order to continue in the Dual Enrollment Program.
- Students may not enroll in a dual enrollment course that cannot be completed prior to graduation.

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. Enrollment qualifications are:

- a 2.0 cumulative GPA and
- a passing scores on the Test of Adult Basic Education (TABE) examination.

The Dual Enrollment Program provides an opportunity for students to simultaneously earn high school and college credit. Course credit earned in college-level courses shall be counted as college-level credit and may also be used to meet high school academic unit credit. Dual enrollment credit can be earned at Palm Beach Community College, Florida Atlantic University or any other public institution of higher learning that has an established interinstitutional articulation agreement with the School District of Palm Beach County pursuant to state law [Florida Statute §1007.271]. Students participating in these programs **must** maintain a 3.0 grade point average (GPA) or honors point average (HPA) in other high school academic work and **must** earn a grade of **C** or better in each college-level course to continue in the program. Course credit earned in these courses with a grade of **C** or better shall transfer as college-level credit to a college/university. College credit is transferable to other colleges according to the individual college guidelines and requirements. Where sufficient numbers of qualified students have been identified, a college course may be offered at the local high school.

Some college courses equal ½ credit for high school while others equal 1 credit. The Interinstitutional Articulation Agreement lists dual enrollment courses and credits towards graduation. ~~In most cases, a three-, four-, or five-hour college course equals one-half (½) credit for high school. However, selected courses may equal a full credit.~~ College courses that earn less than three credit hours do not qualify for high school credit. Certain dual enrollment courses may be used to satisfy specific required courses for graduation.

~~Dual enrollment courses that satisfy graduation requirements are listed in the Interinstitutional Articulation Agreement Among the School Board of Palm Beach County, the Palm Beach Community College Board of Trustees and Florida Atlantic University.~~

12th grade students who require less than 6 credits in order to graduate may opt to complete all needed credits through the district's dual enrollment program, if eligible. These students need not enroll in a full schedule of at least six courses through the high school. However, if a student enrolls in a high school course at the high school campus, the student will be required to enroll in 6 courses (8 courses in schools on a 4 by 4 block schedule). Students intending to complete more than two post-secondary level courses during a semester may be required to submit an appeal with the respective post-secondary institution.

~~With the exception of students who have been accepted into an early admission program, 12th grade students transferring into the district will be required to enroll in 6 courses (8 courses in schools on a 4 by 4 block schedule). At least one-half of these courses **must** be completed at the home school in order to receive a diploma from that school.~~

For students entering 9th grade in the 2003-2004 through 2005-2006 school years, ~~the purposes of calculating student HPA,~~ grades for courses listed with 1000-2000 course numbers in the *Course Code Directory* and the *State University System Catalogue* are weighted at the honors level (1.125 of the standard scale), with the exceptions listed below:

<p><u>Mathematics</u> MAC 2311, CALC/ANALYTIC GEOMETRY I MAC 2312, CALC/ANALYTIC GEOMETRY II MAC 2313, CALC/ANALYTIC GEOMETRY III MAS2103 MATRIX THEORY MAT 2302 DIFFERENTIAL EQUATIONS I</p>	<p><u>Science</u> PHY 2048, GENERAL PHYSICS WITH CALCULUS I PHY 2049, GENERAL PHYSICS WITH CALCULUS II CHM 2210 ORGANIC CHEMISTRY I CHM 2211 ORGANIC CHEMISTRY II</p>
<p><u>Social Studies</u> ECO 2013, MACROECONOMICS ECO 2023, MICROECONOMICS</p>	<p><u>English</u> ENL 2012, ENGLISH LITERATURE BEFORE 1800 ENL 2022, ENGLISH LITERATURE AFTER 1800</p>

~~30001000~~ and ~~40002000~~ level courses identified as Advanced Placement equivalent by the State Articulation Coordinating Committee will receive weight 1.5 the standard weight. Courses listed above will also receive 1.5 the standard weight.

Beginning with students entering grade nine in the 2006-2007 school year, all dual enrollment classes must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses. [Florida Statute §1007.271]

An exception to the eligibility requirements will be granted to students in the Teacher Academy Magnet Program. Students participating in the program may dual enroll for teacher education courses in grades 9-12 with a cumulative 2.5 GPA; however, they must achieve and maintain a cumulative 3.0 GPA in all high school academic work by the beginning of the first semester of their sophomore year. ~~but they must maintain a 2.5 average in other high school academic work. Transfer of course credit for the Teacher Academy is compatible with the Articulation Agreement.~~ Students applying for or already dually enrolled in other academy magnet programs shall have a 3.0 cumulative grade point average.

- a. The Teacher Academy Coordinator will monitor student's progress by reviewing their progress reports and report cards.
- b. Students will be advised of the consequences of not meeting the 3.0 grade point average upon entry into the program.
- c. School counselors will assist students by providing support services, including strategies to strengthen study skills and resources providing remediation, if needed. (Interinstitutional Articulation Agreement, 2006)

~~(Moved to H/18) The following requirements and conditions, as stated in the interinstitutional articulation agreements, must be met in order for a student to be eligible for participation in the Dual Enrollment Program:~~

- ~~Students who wish to participate in the Dual Enrollment Program **must** contact the school guidance office to begin the dual enrollment application process. However, it is strongly recommended that the students have completed the sophomore year before enrolling in the dual enrollment program.~~
- ~~The student **must** have a GPA or HPA of 3.0 or higher.*~~
- ~~The student **must** receive approval of the high school principal.~~
- ~~The student **must** satisfy any prerequisites.~~
- ~~The college/university **must** have space available in the requested course.~~
- ~~The student enrolled in this program **must** maintain a 3.0 unweighted GPA [Florida Statute §1007.271(3)] or HPA and **must** earn a grade of **C** or better in any college-level work in order to continue in the Dual Enrollment Program.~~
- ~~Students may not enroll in a dual enrollment course that cannot be completed prior to graduation.~~

~~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. Enrollment qualifications are:~~

- ~~a 2.0 cumulative GPA and~~
- ~~a passing scores on the Test of Adult Basic Education (TABE) examination.~~

~~* Students enrolled in the Teacher Academy program at Palm Beach Lakes High School may enroll in prescribed educational courses with a 2.5 HPA through the 2005-2006 school year.~~

* ~~9th 10th-12th grade students with a 2.5 GPA may enroll in the Strategies for College Success course at Palm Beach Community College.~~

There are no tuition or textbook costs to students participating in either the Advanced Placement Program or the Dual Enrollment Program. Students are responsible for textbooks that **must** be returned to the vendor. Fees will be charged to students who lose or damage textbooks or other course-related materials.

A student may attempt a single course a maximum of three times during their college career in a Florida post-secondary educational facility. Those three attempts include withdrawals.

Registered home education students may participate in the Dual Enrollment Program following criteria set forth in the [Interinstitutional Articulation Agreement](#), including written verification of active status provided by the Home Education Office for each term enrolled. Home education students incur no tuition costs, but are responsible for textbook costs. [[Florida Statute §1007.27](#)]

(Copied from E/23 for clarity)

SPECIAL NOTE: Students may select colleges or universities other than those that have interinstitutional agreements with the School District of Palm Beach County. However, the parent(s)/guardian(s) and/or student will be responsible for payment of fees. All other rights and privileges will be afforded these students as those under dual enrollment agreements. Exception: Credit earned in an accredited post secondary school not a part of the dual enrollment program will NOT be included in HPA calculations. Prior approval from the **principal** in writing is required.

Early Admission to College [Florida Statute §1007.22 (1) & (2); 1007.27; 1007.271 (7) & (8)]

Students who apply for early admission to college **must** notify the high school principal prior to submitting an application for acceptance to a college or university. 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 ~~can~~ **may** approve the fulfillment of graduation requirements through the acceptance of college-level credit.

Early admission ~~is~~ **may be** a form of dual enrollment; thus tuition and book fees are waived, as specified under an interinstitutional agreement between the School District of Palm Beach County, Palm Beach Community College, Florida Atlantic University, or other public institution of higher learning pursuant to state law [Florida Statute §1007.21]. To qualify for early admission, a student **must** meet the following criteria:

- acceptance by an accredited college or university as a full-time student.
- successful completion of a minimum of six semesters of high school work **for a student who selected the 24-credit option A graduation plan.**
- **successful completion of a minimum of four semesters of high school work for a student who selected one of the 18-credit options, B, C, E, F or G graduation plans.**
- enrollment in the post-secondary institution as a full-time student
- enrollment in college courses equivalent to remaining graduation requirements

Registered home education students may participate in early admission to college following criteria set forth in the interinstitutional articulation agreement, including written verification of active status provided by the Home Education Office for each term enrolled. Home education students incur no tuition costs, but are responsible for textbook costs. [Florida Statute §1007.27 (4)]

The student may be awarded a diploma at the regular time for graduation or as determined by the school principal, based upon the following:

- completion of two college semesters or the equivalent with a normal class load.
- maintenance of at least a C average or the equivalent **in college courses (Students under graduation options B, C, E or G must satisfy grade requirements of those options. See pages H/37-38.)**
- **successful completion of courses required for graduation.**

- verification of college credit earned with the submission of an official college transcript, to be kept on file in the cumulative folder. ~~(The student's high school cumulative folder will indicate work accomplished by the student while attending classes at the college or university.)~~

SPECIAL NOTE: Students may select colleges or universities other than those that have interinstitutional agreements with the School District of Palm Beach County. However, the parent(s)/guardian(s) and/or student will be responsible for payment of fees. All other rights and privileges will be afforded these students as those under dual enrollment agreements. Exception: Credit earned in an accredited post secondary school not a part of the dual enrollment program will NOT be included in HPA calculations. **Prior approval from the principal in writing is required.**

Parent/Student Notification of Opportunities for Acceleration

At the beginning of each school year, students and parents will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, [Advanced International Certificate of Education](#), dual enrollment as well as the graduation options available. [\[Florida Statute §1003.22 \(1\)\(i\)\]](#)

GRADE CLASSIFICATION

The following requirements are used to determine grade classification to the next grade level:

Classification from 9th Grade to 10th Grade

At least 5 credits

Classification from 10th Grade to 11th Grade

- At least 11 credits OR
- Fulfillment of the graduation requirement on the FCAT Sunshine State Standards Tests for reading and mathematics

Classification from 11th Grade to 12th Grade for Students Enrolled in Graduation Option

A

- At least 17 credits
- ~~A 2.0 cumulative GPA is required for 12th grade classification.~~ At the time a student earns the appropriate number of credits ~~and GPA~~, he/she will be classified as a 12th grade student provided the student is eligible for a certificate of completion or graduation by the end of the final grading period.

Note – For students entering the 9th grade during the 2000-2001 school year and thereafter, the cumulative GPA requirement includes all credits attempted except for those replaced through the district forgiveness policy. The GPA for Option B and Option C students will include only those courses required for graduation (GPA 18).

Classification from 10th Grade to 12th Grade for Students Enrolled in Graduation Options B, C, E or F

- At least 12 credits
- A 2.0 GPA in the required credits for Option B and C is required for 12th grade classification (GPA18).

12th grade students who require less than 6 credits in order to graduate may opt to complete all needed credits through the Florida Virtual School, the district's Adult Credit Lab and/or dual enrollment program, if eligible. These students need not enroll in a full schedule of at least six courses through the high school. However, if a student enrolls in a high school course at the high school campus, the student will be required to enroll in 6 courses (8 courses in schools on a 4 by 4 block schedule). Students intending to complete more than two post-secondary level courses during a semester may be required to submit an appeal with the respective post-secondary institution.

With the exception of students who have been accepted into an early admission program, 12th grade students transferring into the district will be required to enroll in 6 courses (8 courses in schools on a 4 by 4 block schedule). At least one-half of these courses **must** be completed at the home school in order to receive a diploma from that school.

Note – For students entering the 9th grade during the 2000-2001 school year and thereafter, the cumulative GPA requirement includes all credits attempted except for those replaced through the district forgiveness policy.

The School District will classify students to the 10th and 11th grades two times each year:

- 1) following the completion of the final grading period;
- 2) following completion of the first semester for students who have been previously retained in high school, in order to move to the grade level of their cohort class.

Each student must participate in statewide assessment tests required by Florida Statute § 1008.22 at various grade levels. [Florida Statute §1008.25 (4)]

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 district provides remedial instruction for those students with substantial reading, writing and/or mathematics deficiencies as identified by district or state norm-referenced testing (grade 9), the Florida Comprehensive Assessment Test (FCAT) Writing (grade 10), the FCAT (grade 10) ~~and the High School Competency Test (grade 11)~~ and/or classroom performance.

Remedial instruction shall be provided through implementation of an individual Progress Monitoring Plan (PMP) [Florida Statute §1008.25 (4)] ~~Academic Improvement Plan (AIP)~~, a English Language Learners ~~Limited English Proficient Plan~~ (ELLs ~~LEP~~) Plan, an Individual Educational Plan (IEP) or a 504 student plan, developed in consultation with a parent or guardian. If a student does not meet the minimum performance expectations,

remedial instruction will be provided until expectations are met, the student graduates from high school or the student is not subject to compulsory attendance.

Credits earned in remedial instruction courses **must** be in addition to, but may **not** be in lieu of, English and mathematics credits required for graduation. **These courses will be considered for elective credit.** [Florida Statute §1003.43 (2)] Students who do not pass the required state assessment test are provided remedial instruction and **must** retake the test during regular scheduled test administrations. Seniors who have not passed the required state assessment test or who do not have the required 2.0 grade point average (GPA) may elect to attend school for an additional year. ~~unless they reach the maximum attendance age.~~ [Florida Statute §1003.43 (10) (b)]

Remedial instruction is also provided for students who fall below standards for classification to the next grade level. Students identified as below the credit or GPA requirements for classification may take courses for forgiveness (see Forgiveness Rule section) or credit accrual through summer school (if offered), the Adult Credit Program, Palm Beach Virtual Community School, Educational Options, and Florida Virtual School. Other credit programs may be developed by the district to assist students toward meeting classification requirements.

IDENTIFICATION OF STUDENTS NEEDING REMEDIATION

The charts on pages H/24-H/25 (effective for the 2005-2006 school year) show the identified performance levels as they relate to the FCAT SSS and FCAT NRT as well as FCAT Writing. The charts also reflect the process of student identification for promotion or retention in reading, writing and/or mathematics for students in grades 9-10. ~~and outline Academic Improvement Plan (AIP) 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.

Students whose state/district assessment scores range between Level 1 to Level 3 or above should be considered for promotion with an **PMP AIP**. Such students may also be promoted without an **PMP AIP** if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Level 3. However, such students may be retained if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2.

IDENTIFICATION OF STUDENTS NEEDING REMEDIATION — GRADE 9

FACTORS TO CONSIDER WHEN DECISION MAKING								DECISIONS FOR NEXT YEAR		
Student Performance Level		FCAT Reading DSS	NRT Reading Percentile	SRI-I Spring Lexile	SRI-I Fall Lexile	FCAT Math DSS	NRT Math Percentile	Classroom Performance	Remediation Required Next Year	Remediation Options
Above Grade Level	Level 5	2298 and above	96 and above	1708 and above	1666 and above	2142 and above	97 99 and above		No	<u>Course Options</u> <ul style="list-style-type: none"> • Intensive Mathematics • Intensive Reading* • Intensive Language Arts
	Level 4	2146-2297	89 87-95	1500-1707	1467-1665	2023-2141	93-98 92-96		No	
At Grade Level	Level 3	1972-2145	66-86 68-88	1264-1499	1238-1466	1901-2022	73-92 72-91		No	
Below Grade Level	Level 2	1772-1971**	38-65-67	990-1263	975-1237				**Must have an AIP	
						1782-1900	43-72 45-71	D in required English, writing, mathematics and/or science course and/or GPA less than 2.0	Provide remediation with a Progress Monitoring Plan Write an AIP or closely monitor progress	
	Level 1	772-1771	1-37	989 and below	974 and below	1238-1781	1-42 44	F in required English, writing mathematics, and/or science course	Must Provide remediation with a Progress Monitoring Plan have an AIP	

* English Language Learners LEP students in categories A1, A2, A3, or I3 on the English Language Development Continuum (ELDC) should take Intensive Reading. Students in categories B1, B2, I 1, or I 2 should take Developmental Language Arts through ESOL.

IDENTIFICATION OF STUDENTS NEEDING REMEDIATION — GRADE 10

FACTORS TO CONSIDER WHEN DECISION MAKING								DECISIONS FOR NEXT YEAR		
Student Performance Level		FCAT Reading DSS	NRT Reading Percentile	SRI-I Spring Lexile	SRI-I Fall Lexile	FCAT Math DSS	NRT Math Percentile	Classroom Performance	Remediation Required Next Year	Remediation Options
Above Grade Level	Level 5	2311 and above	97 95 and above	1690 and above	1637 and above	2193 and above	98 99 and above		No	Course Options <ul style="list-style-type: none"> Intensive Mathematics Intensive Reading* Intensive Language Arts Other Options <ul style="list-style-type: none"> Tutorial: Before school, after school or Saturday Summer School Contracted Academic Services Exceptional Education Services Referral Other Strategies
	Level 4	2219-2310	89 94-96	1543-1689	1493-1636	2050-2192	87- 98 97		No	
At Grade Level	Level 3	2068-2218	69 88-77-93	1302-1542	1256-1492	1947-2049	65 66 86		No	
Below Grade Level	Level 2	1852-2067**	32 68-39-76	958-1301	918-1255				**Must have an AIP	
						1832-1946	22 65-18-64	D in required English, writing, mathematics and/or science course: and/or GPA less than 2.0	Provide remediation with a Progress Monitoring Plan. Write an AIP or closely monitor progress.	
	Level 1	844-1851	1- 31 38	957 and below	917 and below	1068-1831	1- 21 17	F in required English, writing, mathematics and/or science course	Must Provide remediation with a Progress Monitoring Plan. have an AIP	

* English Language Learners ~~LEP~~ students in categories A1, A2, A3, or I3 on the English Language Development Continuum (ELDC) should take Intensive Reading. Students in categories B1, B2, I 1, or I 2 should take Developmental Language Arts through ESOL.

Science Performance Standards

High school students are expected to receive passing grades in the required science courses. Those students who fail to receive passing grades will be provided interventions and strategies within the PMP. ~~receive an Academic Improvement Plan for science.~~

PROGRESS MONITORING ~~ACADEMIC IMPROVEMENT~~ PLAN (PMP) PROCESS [Florida Statute §1008.25 (4)].

~~As required by Florida Statute §1008.25(4)(b), schools must provide a School District of Palm Beach County Academic Improvement Plan (AIP) for students who are identified through multiple measures as performing below district-set levels of proficiency in reading, writing, mathematics and/or science. However, students scoring in achievement Level 1 on the FCAT SSS test in mathematics must receive an AIP. Students scoring in achievement Level 1 or Level 2 on the FCAT Reading SSS test must receive an AIP.~~

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

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

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

1. Each student who does **not** meet the levels of performance as determined by the district (defined on the *Identification of Students Needing Remediation* charts **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.
 - Data from the additional assessments are to be used to formulate the student's **PMP AIP**.
 - Diagnosis and remediation will occur as soon as possible after a student has been identified as needing mandatory remediation.
 - If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.

Diagnostic assessments may include:

- a portfolio of student work
- teacher assessment
- text/placement tests
- diagnostic software

- ~~2. Students whose performance in reading, writing, mathematics, and/or science requires remediation **must** have an AIP or comparable individual academic plan.~~
~~➤ Students whose performance is minimally below grade level **may** need an AIP.~~
- 3.2. The **PMP-AIP** for a student who has been identified as deficient in reading **must** identify:
- the student's deficiencies in phonemic awareness, phonics, fluency, comprehension, and vocabulary;
 - the desired levels of performance in these areas;
 - and the instructional and support services to be provided to meet the desired levels of performance.
3. ~~An existing AIP is to be **closed** A~~ at the conclusion of the school year, ~~t~~ Teachers of the student who had an **PMP-AIP** are to make recommendations regarding the student's educational program for the following year.
- ~~4. If a student is to continue remediation during the following year, he or she is to receive a **new AIP**.~~
~~➤ The new AIP is to be developed by school personnel in collaboration with the parent(s)/guardian(s) and approved by the principal.~~
~~➤ Teachers, school counselor, principal and parent(s)/guardian(s) will provide input as appropriate.~~
~~➤~~
- ~~6.~~4. The **PMP-AIP** process **must** begin as soon as students are newly identified as needing remediation. The **PMP-AIP** **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.
- ~~7.~~5. All AIPs 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 AIP process.
- ~~8.~~ 6. It is the responsibility of the teacher, the grade chair and the principal to ensure that the **PMPAIP** is substantive and that the outlined instructional and support services are provided. The will assist schools and teachers in the implementation of research-based reading activities [Florida Statute §1008.25(4)(b)]. ~~The AIP should clearly identify:~~
- the specific diagnosed academic needs to be remedied;
 - the success-based intervention strategies to be used;
 - how, when, how often by whom, and how long intensive remedial instruction is to be provided; and
 - the monitoring and reevaluation activities to be employed.

LEP Students

~~When an LEP student is determined to be performing below grade level in listening, speaking, reading, writing, science and/or mathematics an LEP committee, including parents or guardians, **must** convene to develop an AIP.~~

Gifted Students

~~For a gifted student who is performing below grade level, it is not appropriate to develop an AIP. Modifications and/or interventions are to be addressed through the Educational Plan (EP) process.~~

Students with Disabilities

504 Students

~~An AIP is to be written for a 504 student who is performing below grade level in reading, writing or mathematics when that performance **is not** related to his or her disability.~~

~~If a student's below grade level performance in reading, writing, mathematics, and/or science **is** related to his or her disability, the student's program of remediation is to be addressed in the 504 Plan.~~

~~In addition, the 504 Team **must** consider developing an AIP to also address the student's educational needs in reading, writing, mathematics, and/or science. The AIP should also be developed with the involvement of the parent(s)/guardian(s).~~

ESE Students

The Individuals with Disabilities Education Improvement Act of 2004
requires: 34 Code of Federal Regulations Section 300.347

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

- (1) ▶ *A statement of measurable annual goals, including **academic and functional goals, designed benchmarks or short-term objectives, related** to --*
- (2)(i) ▶ *Meeting 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 is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP **Team Committee may **must**** be convened to **review revisit** the IEP. The student's IEP **must** address **all** of the student's educational **needs deficiencies**, including the student's below-grade-level performance

~~In addition, the IEP Committee may consider an AIP to also address the student's educational needs in reading, writing, mathematics, and/or science. The AIP should also be developed with the involvement of the parent(s)/guardian(s).~~

~~An AIP **must** be written for an ESE student who is performing below grade level in reading, writing, mathematics, and/or science when that performance **is not** related to his or her disability.~~

SUMMER SCHOOL

Program Description

Identified students may attend Summer School in order to maintain progress toward meeting regular promotion requirements. The district's offering of summer school may depend on budgetary considerations. Summer school, if offered, provides students with:

- additional time to complete course requirements
- assistance in completion of credit requirements necessary for promotion
- continuation of academic skills as part of the curricular continuum

English Language Learners (ELLs) ~~LEP Students~~

The purpose of Extended School Year (ESY) for English Language Learners ~~LEP students~~ is to provide beginning and some intermediate English speakers with the opportunity to develop their oral language. This is done 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 English Language Learners ~~LEP~~ Plan must show that additional English oral language development is needed.

Students Enrolled In General Education Courses

~~If summer school is offered, identified students in grades 9-12 may earn up to one credit in Summer School/Extended School Year.~~ A student currently enrolled in grade nine (9), ten (10), or eleven (11) may be eligible to attend Summer School (if offered) to retake a core course (English, mathematics, science or social studies) in which the grade earned was **F**.

Course availability will depend on sufficient enrollment. Instruction in a course being repeated by a student should focus on the student performance standards **not** met during the regular school year.

A student currently enrolled in grade twelve (12) is eligible to attend Summer School to:

- 1) retake a core course (English, mathematics, science or social studies) in which the grade earned was **F**; **OR**
- 2) retake a course in which the student earned a **D**, **IF** the GPA is below that required for graduation; **OR**
- 3) take an elective credit course that will enable the student to meet the course or GPA graduation requirements.

A semester examination ~~will be administered to each student on the last day of each semester and the examination~~ will count 1/5 of the student's final grade as it does during the regular year. **No semester examination exemptions are permitted** during Summer School.

Students Enrolled in Home Education

Registered home education students may participate in summer school if it is available and if they meet the same eligibility requirements **that have been** established for all regularly attending students.

Attendance

Summer School class time is limited; therefore, absences generally are not excused. More than **one (1) day absence per semester** may result in dismissal from class **without credit**. Absences **do not** carry over from first semester to second semester. **EACH STUDENT MUST TAKE A SEMESTER EXAMINATION ON THE LAST DAY OF EACH SEMESTER**. A student who does not take a semester exam will receive a grade of **F** for the course.

Two (2) class tardies will be treated as one absence. A tardy is defined as arrival up to 30 minutes after class begins.

Students arriving more than 30 minutes after the beginning of the school day are marked absent.

EXTENDED SCHOOL YEAR

Students with Disabilities **who are** Enrolled in ESE Programs ([State Board of Education Rule 6A-6.03028 \(6\) \(i\)](#))

The purpose of the Extended School Year (ESY) program is to enable students with disabilities **who are enrolled** in ESE **programs** to meet certain critical goals prescribed on the student's IEP or to maintain **the achievement of those** critical IEP goals that have already been met. All students in grades 9-12 receiving ESE services **must** be considered for ESY.

In order to be eligible for ESY, the IEP Team **must** determine that it is necessary for the student to receive ESY services in order to meet, maintain, and/or further develop the **achievement of** specified goals of the IEP. The IEP Team will determine the objectives to be addressed (using the current IEP and documentation of progress) during ESY. An ESE student who fails a general education course may attend the general education Summer School.

ADULT CREDIT PROGRAM

The Adult Credit Program offered through the Community Schools, provides performance-based opportunities for acceleration and remediation or forgiveness to currently enrolled high school students. Students may take as many courses as needed for forgiveness. The program operates on a 12-month basis. Interested students **must** obtain written approval from the student's day school counselor and principal or designee. Students wishing to graduate in May/June of a given school year should enroll no later than March of that year.

GRADUATION REQUIREMENTS

Students are required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements change for the entire class, **or** unless requirements are changed for all students by Florida Statute, **or** unless the student is scheduled to graduate more than two years after the student's original class.

Graduation requirements prescribed by Florida Statute may not be waived. (Exceptions may pertain to transfer students. Refer to page H/31)

(MOVED TO H/36)

Credit may not be granted toward high school graduation for the following [Florida Statute: §1003.43]: 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 Academic Improvement Plan, signed by the principal, the guidance counselor **and** the parent(s)/guardian(s) of the student, or the student if the student is 18 years of age or older. [Florida Statute: §1003.43(7)(d)]

GRADUATION REQUIREMENTS FOR A STANDARD DIPLOMA

Assessment Requirements

Students enrolled in the ninth grade ~~in the 1999-2000 school year and thereafter~~, who will receive a standard diploma **must** achieve **a** passing scores on the Florida Comprehensive Assessment Test (FCAT) **or** meet the concordant subject area test score on a State Board of Education approved alternate assessment administered in Grade 10 or subsequently thereafter and satisfy student performance standards for each course in grades 9-12 for which credit toward graduation is awarded. Students enrolled for the first time in Grade 9 in 2006-2007, and thereafter, must meet the FCAT Writing + graduation requirement in addition to all other established graduation requirements. ~~Students enrolled in grade 10 in the 1999-2000 school year, who have been continuously enrolled in high school, may meet the graduation requirement by passing either the HSCT or the FCAT.~~ [Florida Statute §1008.22(3) (c) 5]

A student who has taken the FCAT a minimum of three times without earning a passing score may satisfy the FCAT requirement by achieving an equivalent score on an alternate assessment, the ACT or SAT. The three-time test administration requirement shall not apply to a student who is a new student to the public school system in Grade 10. [Florida Statute §1008.22(9)]

FCAT Waiver for ESE Students

For ESE students graduating in 2003 and thereafter, a waiver is provided from the FCAT graduation requirement under the following conditions:

- The students are high school seniors with Individual Education Plans (IEPs).
- The students have taken the FCAT at least once in 10th grade and once in 11th grade, and **must** take the FCAT in grade 12 but have not attained a passing score.
- The IEP Team determines that the FCAT cannot accurately measure the students' abilities, taking into consideration allowable accommodations.
- The students have met the requirements for a regular diploma listed below.

Grade-Point Average Requirements

Students entering grade nine ~~in the 2000-2001 school year (class of 2004) and thereafter~~ **must** earn a grade point average (GPA) of 2.0 on a 4.0 scale for all credits attempted except for those replaced according to the forgiveness policy.

~~Students entering grade nine from the 1996-1997 school year (class of 2000) through the 1999-2000 school year (class of 2003) must earn a grade point average (GPA) of 2.0 on a 4.0 scale for the 24 credits required to meet graduation requirements.~~

~~For all students who entered grade nine prior to the 1996-1997 school year, Florida Statute §1003.43 provides the following two options for meeting the required minimum GPA for graduation:~~

- ~~1. The student **must** have a GPA of 1.5 on a 4.0 scale or its equivalent in the 24 credits required for graduation **and** earn a GPA of 2.0 on a 4.0 scale for credits taken after July 1, 1997, that apply to the 24 credits required for high school graduation, if; **OR**~~
- ~~2. The student **must** have a 1.5 on a 4.0 scale in the 24 credits required for graduation and an overall cumulative GPA of 2.0 or above on a 4.0 scale for all courses taken except in those courses to which a forgiveness policy has been applied.~~

Course Credit Requirements

Credits are awarded in ½ credit increments per semester upon successful completion of course requirements.

Option A-General Graduation Requirements

Twenty-four (24) credits earned in grades 9-12.

- **English** - 4 credits (English I, II, III and IV)

- **Mathematics** - 3 credits - ~~Effective for students entering the ninth grade in the 1997-1998 school year and thereafter,~~ 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. ~~Effective for students entering the ninth grade in the 1998-1999 school year and thereafter,~~ The 3 required mathematics credits must be earned in grades 9-12. [Florida Statute §1003.43 (1) (b)] However, students who score a minimum of 550 on the mathematics portion of the Scholastic Assessment Test (SAT ~~I~~) 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.
- **Science** - 3 credits (1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science [such as Agriscience Foundation I](#)). All courses will include a laboratory component. [Florida Statute §1003.43 (1) (c)]
- **Social Studies** - 3 credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics). [Florida Statute §1003.43 (1) (d) (e) (g)]
- **Physical Education** - 1 credit (½ credit **must** be in personal fitness) — Certified participation in one full season of interscholastic sports in grades 9-12 may be used to satisfy the personal fitness graduation requirement, but will earn no credit. The student who satisfies the personal fitness requirement through participation in an interscholastic sport must earn an additional ½ elective credit in physical education. ~~Effective for students entering the ninth grade in the 1999-2000 school year and thereafter: (1)~~ The school may not require that the one-credit physical education requirement be taken during the freshman year; and ~~(2)~~ participation in two full seasons of interscholastic sports at the junior varsity or varsity level may be used to satisfy the one credit physical education requirement **if** the student makes a **C or better** on a competency test for personal fitness. [Florida Statute §1003.43] No credit will be earned when satisfying the physical education requirement through interscholastic sports participation. [Florida Statute §1003.43 (1) (j)]

Completion of one semester with a grade of **C or better** in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity or in a Reserve Officer Training Corp (ROTC) class of which a significant component is drills will satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the adaptive physical education requirement under an IEP or 504 Plan.

- **Life Management Skills** - ½ credit — Upon completion of the Air Force JROTC Leadership Education I and II (1801300 and 1801310), Army JROTC Leadership Education I and II (1801300 and 1801310), or Navy JROTC Leadership Education I and II (1802300 and 1802310), students may substitute one JROTC credit for ½ credit of Health I Life Management Skills (0800300) to satisfy the Life

Management Skills requirement for graduation. Equivalent JROTC Leadership Education courses offered in other armed forces programs may also substitute for Health I Life Management Skills (0800300) with the approval of the Assistant Superintendent Curriculum and Learning Support. [Florida Statute §1003.43 (1) (i)]

- **Practical and Performing Arts** - 1 credit in performing fine arts, **OR** 1 credit in practical arts **OR** ½ credit each in performing and practical arts. The practical arts graduation requirement may be fulfilled by any secondary or eligible postsecondary course in the Vocational Section of the *Course Code Directory*, or by substituting one of the basic Computer Education courses or Journalism (1006300) on a curriculum equivalency basis. [Florida Statute §1003.43 (1)(h) 2,3]

4. **Elective Credits** - 8½ elective credits. [Florida Statute §1003.43 (1)(k)]

(MOVED FROM H/33; Original H/30) **Credit may not** be granted toward high school graduation for the following [Florida Statute §1003.43]:

- 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) ~~Academic Improvement Plan~~, signed by the principal, the—guidance counselor **and** the parent(s)/guardian(s) of the student, or the student if the student is 18 years of age or older. [Florida Statute: §1003.43(7)(d)]

(Moved from H/45; Original H/38)

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 **must** take a full schedule of courses to comply as closely as possible to the graduation requirements of the class. Grade 11 or 12 students will be assigned full class loads each year and will take as many of the required courses as possible. Unless prescribed by his/her Progress Monitoring Plan ~~Academic Improvement Plan~~ (PMP) ~~—(AIP)~~, no student should be required to take concurrently two required courses in the same discipline.

English Language Learners ~~LEP students~~ who enter the district with incomplete records shall be placed in the English or English through ESOL class appropriate for their grade level. ~~Upon passing the English or English through ESOL class in which they are enrolled, LEP students with incomplete transfer records will be awarded credit(s) for all English or English through ESOL courses that are sequentially lower than the course they have successfully completed.~~

If a student completes all courses and would be eligible for a high school diploma in the previous state, district or country, the student is eligible to receive a diploma from the school attended in the School District of Palm Beach County. However, the student **must** take and pass the required **state FCAT** assessment test **or an alternate assessment**. Arrangements may be made through the Department of Research, Evaluation and Accountability for diploma-eligible grade 12 students who transfer to the district after the final administration of the required state assessment test to take the test in order to graduate in May/June.

Students who have met all of the requirements for the standard high school diploma except for the passage of the FCAT or an alternate assessment by the end of grade 12 must be given the opportunity to participate in an accelerated high school equivalency diploma preparation program, including FCAT remediation and GED preparation, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, or participate in an adult general education program.

Transfer students may satisfy the graduation requirement of a 2.0 grade point average (GPA) by maintaining a 2.0 GPA for all courses taken in the School District of Palm Beach County to meet graduation requirements

(Moved from H/44; Original H/37)

GRADUATION REQUIREMENT OF COMMUNITY SERVICE

Students entering grade nine in the 2004-2005 school year (class of 2008) and thereafter, who are four-year option students, **must** provide documentation of 20 hours of community service, using the honor system, as a graduation requirement.

(Moved from H/43; Original H/37)

Early Graduation for 24-Credit-Options Students

Students who complete the requirements for graduation before the semester of graduation for their cohort class may elect to:

- Graduate at the end of the semester in which the requirements have been completed.

OR

- Continue enrollment as full-time students in the School District of Palm Beach County. The grades earned by the student will become a part of the student's permanent record and calculated in the student's GPA/HPA.

Such students **must** submit a request to graduate or continue enrollment to the principal prior to the beginning of the school year in which the student will complete the requirements for graduation. The students may continue as students in the School District until the end of the regular school year in which their cohort class graduates. The principal may deny continued enrollment for a student who has met graduation requirements.

Early graduation students may participate in the end-of-year graduation ceremonies.

Advanced International Certificate of Education (AICE) Diploma Program

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 US university freshmen level or beyond. AICE is administered and assessed by University of Cambridge International Examinations (CIE) of the University of Cambridge. [Florida Statute §1007.27 (9)]

International Baccalaureate (IB) Programs

Students who earn at least 24 credits and complete the International Baccalaureate (IB) or [Advanced International Certificate of Education \(AICE\)](#) curriculum requirements will satisfy district and state course requirements for graduation. To fulfill Florida Statute §1003.43 requirements for the IB diploma curriculum, students must complete required coursework and internal and external assessment requirements for the IB diploma including satisfactory completion of the Extended Essay; Theory of Knowledge (TOK) course; and Creativity, Action, Service (CAS) activities.

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

A student and the student's parent must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the student must also receive the written consent of the student's parent. [Florida Statute §1003.429]

Prior to selecting an accelerated graduation option, the following ~~three~~ requirements **must** be met:

- The student and the student's parent/guardian must meet with designated school personnel ~~shall meet with the student and student's parent/guardian~~ to receive ~~give~~ 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 parent/guardian and submit a Graduation Intent Form (PBSD 2034) to the school counselor. [Florida Statute §1003.429(4)]
- The student must select an accelerated graduation option prior to the end of their 9th grade year. This requirement is extended to the end of the first semester of the 10th grade year for students who entered a Florida public school after grade 9 upon transfer from a private school or another state, or who were prevented from choosing a graduation option due to illness during grade 9. [Florida Statute §1003.429(2)(c)]

- Students entering ninth grade prior to the 2006-2007 school year ~~The student shall have achieved at least an a level 3 on FCAT reading, mathematics and writing achievement level of 3, and FCAT mathematics achievement level of 3, and an FCAT Writing score of 3 on the most recent assessments taken by the student. [Florida Statute §1003.429(2)(e)] and~~
- ~~The student shall submit to the high school principal and school counselor a signed parental consent to enter the three-year accelerated graduation program. [Florida Statute §1003.429(2)(b)]~~

If a student who has declared a three-year, 18-credit graduation option is not on track to meet the credit, assessment or grade point average requirements by the end of 10th grade, the school shall notify the parent of the following:

- the requirements that the student is not currently meeting
- the specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements
- the right of the student to change to the 4-year graduation option [Florida Statute §1003.429(7)]

A student who meets all of the accelerated high school graduation requirements is awarded a standard diploma in a form prescribed by the State Board of Education. [Florida Statute §1003.429(9)]

Parental Notification

~~Beginning with the 2004-2005 school year,~~ Each district school board shall provide each student in grades 6 through 9 and their parents with information concerning the 3-year and 4-year high school graduation options (general high school graduation, 3-year standard college preparatory program, 3-year career preparatory program), including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option. [Florida Statute §1003.429(3)]

Option B –Standard College Preparatory Program- Students who entered 9th grade during the 2002-2003 or 2003-2004 school years are eligible for Option B and must have selected this option before July 1st 2004.

Standard College Preparatory Program

The eighteen required credits listed below **must** be earned by the third year of high school. Students **must** earn a 2.0 grade point average in the 18 required credits, and **must** attend three full years of school.

- **English** – 4 credits (English I, II, III, and IV)
- **Mathematics** – 3 credits at the Algebra I level or higher from the list of courses that qualify for state university admission

- **Science** –3 credits (1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science). Two courses must include a laboratory component.
- **Social Studies** - 3 credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics)
- **Foreign Language** – 2 credits in the same second language unless the student is a native speaker ~~of, or and~~ can **otherwise** demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and
- **Elective Credits** - 3 elective credits. **These credits should align with university admission requirements.** [Florida Statute §1003.429 (2005) (1)(b)] ~~in English, foreign language, mathematics, science and/or social studies.~~

Option C-Career Preparatory Program – Students who entered 9th grade during the 2002-2003 or 2003-2004 school years are eligible for Option C and must have selected this option by July 1, 2004.

Career Preparatory Program

The eighteen required credits listed below **must** be earned by the end of the third year of high school. Students **must** earn a 2.0 grade point average in the 18 required credits and must attend three full years of school. [Florida Statute §1003.429 (1) (c) (2003)]

- **English** – 4 credits (English I, II, III, and IV)
- **Mathematics** – 3 credits (one of which must be Algebra I)
- **Science** –3 credits (1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science). Two courses must include a laboratory component.
- **Social Studies** - 3 credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics)
- **Foreign Language** – 2 credits in the same second language unless the student is a native speaker and can demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses or career preparatory courses; and
- **Elective Credits** - 3 elective credits in career preparatory courses.

Option D – Designated for Students earning a Special Diploma

Option E – Standard College Preparatory Program- For students entering 9th grade in school years 2004-2005 and thereafter and have not selected Options B or C by July 1, 2004.

- ~~In order to be eligible, students are required to select this option prior to the end of their 9th grade year. This requirement is extended to the end of the first semester of the 10th grade year for students who are transferring into the school district from out-of-state or out of the country and did not have an opportunity to select this option prior to the end of 9th grade.~~
- ~~If, at the end of grade 10, a student is NOT on track to meet the credit, not having passed the FCAT assessment, or grade point average requirements of the accelerated graduation option selected, 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; [Florida Statute §1003.429 (7) (b)] and~~
 - ~~the right of the student to change to the four-year program. [Florida Statute §1003.429(7)(a-c d)]~~

Standard College Preparatory Program

Of the required 18 credits listed below, at least 6 **must** be in classes that are honors, dual enrollment, Advanced Placement, **Advanced International Certificate of Education** or International Baccalaureate. Students **must** attain **a an overall 3.0 weighted grade point average (HPA) in the 18 required courses and receive a grade that earns at least 3.0 weighted or unweighted points in each course. with grades of B or higher in each of the 18 required credits.** Students are required to attend three full years of school. [Florida Statute §1003.429 (6) (b) (1) (2) (2005)]

- **English** – 4 credits (English I, II, III, and IV)
- **Mathematics** – 3 credits at the Algebra I level or higher from the list of courses that qualify for state university admission.
- **Science** –3 credits (1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science). Two courses must include a laboratory component.
- **Social Studies** - 3 credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics)
- **Foreign Language** – 2 credits in the same second language unless the student is a native speaker **of, or** and **can otherwise** demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and

- **Elective Credits** - 3 elective credits. These credits should align with university admission requirements. [Florida Statute §1003.429(1)(b) (2005)] ~~in English, foreign language, mathematics, science and/or social studies.~~

Option F –~~Career Preparatory Program-~~ For students entering 9th grade in school years 2004-2005 ~~and thereafter and/or 2005-2006~~ have not selected Options B or C by July 1, 2004

- ~~➤ In order to be eligible, students are required to select this option prior to the end of their 9th grade year. This requirement is extended to the end of the first semester of the 10th grade year for students who are transferring into the school district from out-of-state or out of the country.~~
- ~~➤ If, at the end of grade 10, a student is NOT on track to meet the credit, not having passed the FCAT assessment, or grade point average requirements of the accelerated graduation option selected, 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; and~~
 - ~~➤ the right of the student to change to the four-year program. [Florida Statute §1003.429(7)(a-c)]~~

Career Preparatory Program

~~Of the required 18 credits listed below, at least 6 must be in classes that are honors, dual enrollment, advanced placement, or International Baccalaureate. Students must attain a-an overall 3.0 weighted grade point average (HPA) with grades of C or higher in each of the 18 required courses and receive a grade that earns at least 2.0 weighted or unweighted points in each course credits.~~ Students are required to attend three full years of school. [Florida Statute §1003.429(6)(b)(1)(2) (2005)]

- **English** – 4 credits (English I, II, III, and IV)
- **Mathematics** – 3 credits (one of which must be Algebra I)
- **Science** –3 credits (1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science). Two courses must include a laboratory component
- **Social Studies** - 3 credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics)
- **Vocation/Career Prep** – 3 credits in a single vocation or career prep program **OR** 3 credits in a career and technical certificate dual enrollment program **OR** 5 credits in vocational or career prep courses; and

- **Elective Credits** - 2 elective credits unless 5 credits are earned as referenced above.

Option G – College Preparatory Program- For students entering 9th grade in the 2006-2007 school year. [Florida Statute §1003.429(1)(b) & (6)(b)(1)]

This option includes the same graduation criteria as Option E with the exception of the following:

- Six credits must be in dual enrollment, AP, IB or AICE courses. Honors courses are not included in this requirement.
- An overall 3.5 grade point average is required in the courses required for this option.

Placement into Graduation Option A

Students in options ~~B, C~~, E ~~or~~ F, or G will be placed into Graduation Option A (4-year/24-credits) under any of the following conditions:

- Less than 5 credits are attained by the end of the 9th grade year
- Less than 11 credits are attained by the end of the 10th grade year
- ~~➤ Less than 18 credits earned by the end of the 3rd year in high school~~
- ~~➤ Level 3 is not achieved on FCAT SSS Reading~~
- ~~➤ Level 3 is not achieved on FCAT SSS Mathematics~~
- A score of 3.0 is not achieved on FCAT Writing

Students in Options B, C, E, F or G will be automatically placed into Graduation Option A (4 year/24 credits) under any of the following conditions:

- The student has not earned the 18 required credits.
- The student has not earned passing scores on the math and reading sections of the Grade 10 FCAT.
- The student has not earned the required grade point average (s) by the end of summer school of the third year in high school.

(MOVED TO H/37)

Early Graduation for 24-Credit-Options Students

Students who complete the requirements for graduation before the semester of graduation for their cohort class may elect to:

- Graduate at the end of the semester in which the requirements have been completed.

OR

- Continue enrollment as full-time students in the School District of Palm Beach County. The grades earned by the student will become a part of the student's permanent record and calculated in the student's GPA/HPA.

Such students **must** submit a request to graduate or continue enrollment to the principal prior to the beginning of the school year in which the student will complete the requirements for graduation. The students may continue as students in the school district until the end of the regular school year in which their cohort class graduates. The principal may deny continued enrollment for a student who has met graduation requirements.

Early graduation students may participate in the end-of-year graduation ceremonies.

(Moved to H/37) **GRADUATION REQUIREMENT OF COMMUNITY SERVICE**

Students entering grade nine in the 2004-2005 school year (class of 2008) and thereafter, who are four-year option students, **must** provide documentation of 20 hours of community service, using the honor system, as a graduation requirement.

COURSE MODIFICATIONS

LEP Students

English Language Learners ~~LEP students~~ will be enrolled in English through ESOL I, II, III and IV or English I, II, III and IV to guarantee the necessary credits needed for graduation. Any exceptions **must** be documented through an English Language Learners ~~LEP~~ Committee meeting.

Students with Disabilities

504 Students

The Child Study Team (CST) or 504 Team (multidisciplinary team) **must** meet and determine if a **documented** disability **substantially limits** the individual student's ability to care for one's self at school (i.e., walk, see, hear, speak, breathe or learn in the school environment). The team will consider a variety of sources such as: medical information, behavioral observations, checklists, classroom tests, teacher recommendations/reports, current grades, academic history, standardized-test reports or other reports. Any deviation and/or exemptions to the general-education content requirements would be the decision of the CST/504 team (with parent(s)/guardian(s) notification) and would be addressed on the Section 504 Modification Plan. Thus, the individual student's Section 504 Plan would document the modification to the general-education content requirements needed for that student to ensure an equal opportunity to master the general-education content requirements.

ESE Students

An ESE student is awarded credit toward a standard diploma under the following conditions:

- takes and passes a course with regular students that is modified to accommodate the student's exceptionality; **AND/OR**
- takes an ESE course that is equivalent in content level or student performance level and the school district indicates that the course is a modification of a course which is applicable for a regular diploma; **AND/OR**
- takes an ESE course as an elective. [[Florida Statute §1003.43](#)]

The 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. 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

(MOVED TO H/36)

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 **must** take a full schedule of courses to comply as closely as possible to the graduation requirements of the class. Grade 11 or 12 students will be assigned full class loads each year and will take as many of the required courses as possible. Unless prescribed by his/her Academic Improvement Plan (AIP), no student should be required to take concurrently two required courses in the same discipline.

LEP students who enter the district with incomplete records shall be placed in the English or English through ESOL class appropriate for their grade level. Upon passing the English or English through ESOL class in which they are enrolled, LEP students with incomplete transfer records will be awarded credit(s) for all English or English through ESOL courses that are sequentially lower than the course they have successfully completed.

If a student completes all courses and would be eligible for a high school diploma in the previous state, district or country, the student is eligible to receive a diploma from the school attended in the School District of Palm Beach County. However, the student **must** take and pass the required state assessment test Arrangements may be made

through the Department of Research, Evaluation and Accountability for diploma-eligible grade 12 students who transfer to the district after the final administration of the required state assessment test to take the test in order to graduate in May/June.

Transfer students may satisfy the graduation requirement of a 2.0 grade point average (GPA) by maintaining a 2.0 GPA for all courses taken in the School District of Palm Beach County to meet graduation requirements.

REPEALED Military Personnel's Dependent Children

~~A dependent child of a member of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment (SAT or ACT) that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for a standard high school diploma as provided by Florida Statute §1003.43(5)(a). [Florida Statute 1008.221]~~

GRADUATION REQUIREMENTS FOR A SPECIAL DIPLOMA [Florida Statute §1003.438]

The document *Florida Course Descriptions, Exceptional Student Education, 1999 Revisions* contains a listing and description of course options available along with suggested course performance objectives and credit requirements.

In addition to credit requirements, candidates for Special Diploma Option 1 who are graduating prior to the year 2003 may demonstrate mastery of the eleventh grade state student performance standards through successful completion of courses in which these standards are embedded.

Students entering high school in the year 1999-2000 and thereafter must demonstrate mastery of the Sunshine State Standards for Special Diploma at a level (independent, supported or participatory) to be determined, and reviewed at least annually, through the Transition IEP process. The document titled *Expected Levels of Functioning Sunshine State Standards for Special Diploma* shall be used to document a student's expected level of functioning on each of the standards. This form shall be kept with the IEP document.

As all ESE courses are repeatable or multi-credit, the particular course requirements and course performance objectives that a student **must** master to earn each credit **must** be specified on an individual basis for each student. Targeted course requirements and objectives and a record of individual student mastery **must** be documented in one of two ways: (1) use of the CD-ROM ESE *Instruction Manager* or (2) a school/teacher developed student course achievement record.

Special Diploma Option 1

The following credit requirements are effective for students entering grade 9 prior to the 2000-2001 school year:

Required Subjects*

English.....	4 credits**
Mathematics	4 credits**
Social Studies.....	3 credits***
Science.....	3 credits***
Physical Education	1 credit
Electives	9 credits

- * Course credit requirements for moderately and severely/profoundly disabled students shall be based upon coursework appropriate for these disabilities and/or specifically identified Individual Education Plan (IEP) objectives. This includes requirements both for number of credits and subjects taken.
- ** Appropriate vocational courses may be substituted for two English and/or mathematics credits as indicated by the student's IEP.
- *** Appropriate vocational courses may be substituted for three science and/or social studies credits as indicated by the student's IEP.

The credit requirements listed below are effective for students entering grade 9 during the 2000-2001 school year and thereafter. Required credits for students identified as mildly disabled such as: educable mentally handicapped, hearing impaired, specific learning disabled, emotionally handicapped, physically impaired, or language impaired:

Reading	2 credits ♦
English.....	2 credits
Mathematics	3 credits
Social Studies.....	2 credits
Career Preparation	1 credit
Life Management and Transition	1 credit
Science.....	2 credits ♦♦
Physical Education	1 credit
Electives	10 credits

- ♦ NOTE – Intensive Reading (1000410) may substitute for Reading 9-12 (7910400) credits. Intensive Math (1200900) may substitute for Math 9-12 (7912050).
- ♦♦ Health and Safety 9-12 (7920050) is required to satisfy the science course requirement.

The Career Preparation course **must** be successfully completed prior to taking the Career Placement course. Additional vocational courses may be substituted for one science and/or one social studies credit as indicated on the student's IEP.

Required credits for students identified as moderately or severely/profoundly disabled such as trainable mentally handicapped, profoundly mentally handicapped, dual sensory impaired, autistic, severely emotionally disturbed:*

Academic and/or Supported Area Level Courses.....	13 credits**
Life Management and Transition or Preparation for Postschool Adult Living	1 credit

Physical Education	1 credit
Electives	9 credits

For severely/profoundly disabled students, an IEP Team can recommend one credit of Leisure and Recreation Skills (7962030) as a substitute for full-year Physical Education.

* Students with these identified disabilities may earn a special diploma under Option 1 through either set of course credit requirements as indicated by the student's IEP. Additionally, students classified as profoundly mentally handicapped may qualify for a special diploma by obtaining 24 appropriate Participatory Area Level 9-12 course credits as indicated by the IEP.

** Appropriate vocational courses may be substituted for five courses under the Academic and/or Supported Level course requirements as indicated by the student's IEP.

A 2.0 cumulative GPA must be earned for all credits applied toward graduation. ([State Board Rule 6-1.0996 \(1\)](#))

Special Diploma Option 2

The student **must**:

1. be properly classified, in accordance with State Board Rules, as educable mentally handicapped, hearing impaired, specific-learning disabled, trainable-mentally handicapped, emotionally handicapped, physically impaired, language impaired, or profoundly handicapped (severely emotionally disturbed, autistic, profoundly mentally handicapped or dual sensory impaired);
2. be at least 16 years of age;
3. be successfully employed in the community for a minimum of one semester, at or above minimum wage;
4. achieve all employment and community competencies as specified on the Transition IEP;
5. demonstrate 100% mastery of exit competencies as indicated on the student's signed Graduation Plan Form;
6. have completed a minimum of one semester in a high school level program; **and**
- 7, 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.) ~~or~~ [and](#) have demonstrated mastery of pre-employment competencies.

Specific policies and procedures for implementing the requirements for a special diploma utilizing Option 2 are contained in the *Graduation Option Two Implementation Manual* and are hereby incorporated by reference and made part of the requirements.

Nothing contained in this document shall be construed to limit or restrict the right of a student with a disability solely to a Special Diploma. The parents of each student

eligible for a Special Diploma shall be notified through the IEP process of the diploma options available. (State Board Rule 6-1.0996 (1))

Movement between the Special Diploma Option 1 or Option 2 is determined by the IEP ~~Team committee~~. Application credits earned under Option 2 will be transferred toward Option 1. All other course credit requirements for Option 1 **must** be met. Students who have not received a Standard Diploma may continue to receive a Free Appropriate Public Education (FAPE) until their 22nd birthday.

GRADE POINT AVERAGE (GPA) REQUIREMENTS

GPA is defined as that numerical average represented by the point value of the letter grades earned divided by the number of courses. The point value is based on a standard scale of 4.0 with no weighting factor for different levels of difficulty. The scale is based on 4.0 (**A**), 3.0 (**B**), 2.0 (**C**), 1.0 (**D**) and 0 for any other grade. [Florida Statute §1003.437]

~~There are two instances that require a specific grade point average:~~

- ~~1. Graduation requires a cumulative grade point average (GPA) of 2.0 on a 4.0 scale for the 24 credits required for graduation. For students who entered the ninth grade in the 2000-2001 school year and thereafter, any course not replaced according the Forgiveness Rule shall be included in the calculation of the cumulative grade point average required for graduation. [Florida Statute §1003.43 (5)(e)1]~~
- ~~2. Promotion to grade 12 requires a cumulative GPA of 2.0 on a 4.0 scale for all of the 24 credits required for graduation.~~

Athletic Eligibility

To be eligible to participate in interscholastic extracurricular student activities, students ~~entering the ninth grade during the 1997-1998 school year and thereafter~~ must maintain a cumulative GPA of 2.0 or above and fulfill the other requirements as stated in [Florida Statute §1006.15 (3)(a)]. A student who is eligible at the beginning of a semester shall be eligible during the remainder of the semester, except for lack of attendance, improper conduct or other valid reasons which may cause the principal to declare the student ineligible before the end of the semester. (School Board Policy 5.60)

Extracurricular Activities for Home Education Students [Florida Statute §1006.15 (3)(c)]

Registered home education students are eligible to participate in extracurricular activities at the public high school to which they would have been assigned by the district or as provided in School Board Policy 5.60 (7). In order to participate, the home education student **must** meet the same eligibility requirements of the special activity as established for all regularly attending students.

DIPLOMAS / ~~CERTIFICATES~~ ~~SCHOLARSHIP~~ ~~PROGRAMS~~ **(Diplomas/Certificates/Scholarships not deleted but placed in separate sections)**

The School District of Palm Beach County will certify completion of a course of study with one of the following:

(Moved under Certificates)

- (1) **Standard Certification of Completion** - awarded to students who meet all criteria established by the School Board and state law except for passing the required state assessment and/or the required 2.0 cumulative grade point average.

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(9)]

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 whenever the requirements are completed. [Florida Statute §1003.43(10)(a) and (b)].(Moved to Certification section below)

- (2) **Standard Diploma** - awarded to students who meet all criteria established by the School Board and state law.
- (3) **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 ~~Scholastic Assessment Test I (SAT)~~ combined score of 1270 **on the critical reading and math sections of the SAT** or ~~an American College Test (ACT)~~ minimum composite ~~minimum~~ score of 28 **on the American College Test (ACT)**.
- (4) **International Baccalaureate Diploma** - awarded to students who meet defined standards and conditions as established by the International Baccalaureate Organization (IBO).
- (5) **Advanced International Certificate of Education Diploma**- awarded to students who meet defined standards and conditions as established by the University of Cambridge.
- ~~(5) **Career Education Certificate of Program Completion**—awarded (in addition to a diploma) to students successfully completing a vocational job preparatory program as outlined in the State of Florida Department of Education and the School District of Palm Beach County Educational guidelines. (Moved below)~~
- (6) **Special Diploma** - awarded to students who complete an appropriate course of study and satisfy all applicable School Board and state requirements for exceptional education students.

CERTIFICATES OF COMPLETION [Florida Statute §1003.428 (7)(b)]

(Moved under Certificates)

- (1) **Standard Certification of Completion** - awarded to students who meet all criteria established by the School Board and state law except for passing the required state assessment and/or the required 2.0 cumulative grade point average.

Any student who is otherwise entitled to a certificate of completion may elect to remain in the high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies. [Florida Statute §1003.43(10) (b); 1003.428 (7)(b)]

A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed. [Florida Statute §1003.43(10)(a) and (b)].

(2)-(7) Special Certificate of Completion - awarded to students who meet all state and district criteria for a Special Diploma Option 1 except for demonstrating mastery of state minimum student performance standards or Sunshine State Standards for Special Diploma and/or attaining the required 2.0 cumulative grade point average.

Students who receive a Certificate of Completion and subsequently satisfy the standards for a diploma may exchange this certificate for a diploma.

(3) Career Education Certificate of Program Completion - awarded (in addition to a diploma) to students successfully completing a vocational job-preparatory program as outlined in the State of Florida Department of Education and the School District of Palm Beach County Educational guidelines [Florida Statute §1003.431 & 1003.491]

Recognition of Valedictorian/Salutatorian

To be eligible for valedictorian or salutatorian recognition, a student must have attended the same Palm Beach County School District public school for three years, two of which must be the junior and senior years. A student who is required to change schools due to a District initiated boundary change will be eligible to share the recognition as valedictorian or salutatorian with a fully eligible student, without meeting the three-year attendance requirement in the same school. However, the student must have been enrolled in District public schools for three years.

Students selecting a three-year graduation option may be eligible for co-valedictorian/salutatorian, but an early admission student enrolled full-time in a college or university will not be eligible for this recognition.

Valedictorian/Salutatorian Calculation

- The valedictorian/salutatorian award will be based on grades earned after promotion from eighth grade through the first semester of twelfth grade.
- The valedictorian will be the student with the highest honor point average (HPA), carried to the ten-thousandth place.
- The salutatorian will be the student with the second highest HPA, carried to the ten-thousandth place.
- In the case of a tie for the highest HPA, co-valedictorians will be named, and the student with the third highest HPA will be designated as salutatorian. In the case of a tie for the second highest HPA, co-salutatorians will be named.

Florida Department of Education Bright Futures Scholarship Program [Florida Statute §1009.531]

A Bright Futures Scholar **must**:

- be a Florida resident **and a U.S. citizen or eligible non-citizen**, as determined by the college or university,
- be a graduate of a high school within Florida,
- **not** have been convicted of, or have pleaded nolo contendere (no contest) to, a felony charge, **and**

begin using the award within three years of graduation from high school and attend a Florida public or private postsecondary institution for at least six credit hours per semester. **An initially eligible student who enlists in the military immediately after high school graduation begins his/her three-year period upon date of separation from active duty.** [Florida Statute §1009.531]

Home education students may apply for the Bright Futures Scholarship Program if registered with the School District's Home Education Office during grades 11 and 12 with qualifying SAT or ACT scores. The parent/guardian must submit a Bright Futures District Confirmation Form to the Home Education Office for verification of registration.

Florida Academic Scholars Award [Florida Statute §1009.534]

The Florida Academic Scholars Award is available to a student who satisfies **ONE** of the following:

(1) The student

- graduates with a 3.5 weighted GPA, based on the state weighting system for the Bright Futures scholarships, in the following college preparatory courses:
 - 4 English (3 with substantial writing)
 - 3 Mathematics (minimally Algebra I, Algebra II and Geometry)
 - 3 Science (2 with labs)
 - 3 Social Science (ANY)
 - 2 Foreign Language (same language)
 - 4 Additional Academic Units, optional to raise GPA,
- has a minimum **combined ~~Scholastic Assessment Test I (SAT)~~ score of 1270 on the critical reading and math sections of the Scholastic Assessment Test 1 (SAT) or ~~an American College Test (ACT) composite~~ a minimum composite score of 28 on the American College Test (ACT);**
AND
- completes 75 hours of community service; **OR**

(2) The student is a National Merit or Achievement Scholar or finalist and completes 75 hours of community service; **OR**

(3) The student is a National Hispanic Scholar and completes 75 hours of community service; **OR**

(4) The student has received an International Baccalaureate (IB) Diploma and completes 75 hours of community service; **OR**

- (5) The student has completed the IB curriculum AND has a minimum ~~Scholastic Assessment Test I (SAT)~~ combined score of 1270 on the critical reading and math sections of the SAT or ~~an American College Test (ACT)~~ composite minimum composite score of 28 on the ACT; and completes 75 hours of community service; **OR**
- (6) The student enters the early admissions program with the minimum SAT combined score of 1270 on the critical reading and math sections of the SAT or a composite minimum composite ACT score of 28 on the ACT, a 3.5 HPA in curriculum courses completed and completes 75 hours of community service.

Academic scholars will receive full tuition and required fees for up to 132 semester hours toward completion of an undergraduate degree or certificate and \$600 annually.

Florida Medallion Scholars Award [[Florida Statute §1009.535](#)]

The Florida Medallion Scholarship is available to a student who:

- (1) graduates with a 3.0 weighted GPA, based on the state weighting system for Bright Futures Scholarships in the 15 credits identified by the Florida Board of Regents as college preparatory courses (these are the same credits as required for the Florida Academic Scholars Award); **AND**
- (2) attains a minimum score of 970 on the ~~recentered 1270~~ on the critical reading and math sections of the Scholastic Assessment Test (SAT ~~↓~~), or a minimum composite score of 20 on the American College Testing Program (ACT) Test; **OR**
- (3) is a National Merit or Achievement Scholar or finalist who has not completed 75 hours of community service; **OR**
- (4) is a National Hispanic Scholar who has not completed 75 hours of community service; **OR**
- (5) completes an IB Curriculum AND has a minimum combined score of 970 on the 1270 on the critical reading and math sections of the SAT ~~↓~~ or a composite minimum composite score of 20 on the ACT; **OR**
- (6) enters an early admissions program with the minimum score of 970 ~~on the 1270~~ on the critical reading and math sections of the SAT or a composite minimum composite score of 20 on the ACT and has a 3.0 HPA in curriculum courses completed.

Florida Medallion Scholars will receive 75 percent of tuition and required fees for up to 132 semester hours toward completion of an undergraduate degree or certificate.

Florida Gold Seal Vocational Scholars Award [[Florida Statute §1009.536](#)]

The Florida Gold Seal Vocational Scholars Award is available to a student who:

- (1) completes 15½ required credits listed below with a weighted GPA of 3.0
 - 4 English
 - 3 Mathematics
 - 3 Natural Science

- 3 Social Science (American history, world history, American government, and economics)
 - 1 Practical Arts; OR 1 Performing Arts; OR ½ credit in each
 - ½ Life Management
 - ½ Personal Fitness
 - ½ Physical Education
- (Vocational Scholars Award does not require college-preparatory courses)

- (2) completes three secondary school vocational credits (excluding OJT) in a sequential program of study;
- (3) earns a 3.5 unweighted GPA in a minimum of three (3) sequential vocational credits;
- (4) receives a passing score on the College Placement Test (CPT) equivalency with scores on the SAT/ACT as determined by State Board of Education Rule 6A-10.0315.

Gold Seal Vocational Scholars will receive 75 percent of tuition and required fees for up to 45 semester hours per year for two years in a public postsecondary educational institution.

REPORTING STUDENT PROGRESS

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

1. All notifications to parent(s)/guardian(s) of [English Language Learners](#) ~~limited English-proficient (LEP) students~~ must be understandable to them (in home/native language whenever feasible).
2. School center personnel will notify parent(s)/guardian(s) in writing of promotion/graduation requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [[Florida Statute §1003.429 \(1\)](#)]
3. Parent(s)/guardian(s) of a student who is in danger of failing a course or not meeting promotion requirements **must** be notified in writing at mid-term or at any time thereafter when a student is in danger of not meeting the course/promotion/graduation requirements.
4. At the end of each semester, parent(s)/guardian(s) of students who do not meet promotion/graduation requirements will be notified in writing of the requirements for remediation and/or credit accrual programs.
5. A report card is issued to each student at the end of each nine-week marking period and serves as a written notification of the student's progress. The report card issued at the end of each semester indicates if the student will receive credit for each course and reflects the student's attendance. [[Florida Statute §1002.20 \(14\); 1003.02 \(1\); 1003.33](#)]
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 district has put in place to assist the student in meeting the grade point average (e.g., homework hot-line, forgiveness policies, summer session, counseling, tutoring, DOP programs and study skills courses). For those students identified as substantially deficient in reading, writing, mathematics, and/or science, remediation will be provided through implementation of a student's individual education plan (~~PMP-AIP~~, IEP, English Language Learners (ELLs), ~~LEP~~, 504 Plan) developed in consultation with parent(s)/guardian(s). The student's individual plan, with the signature(s) of parent(s)/guardian(s), will serve as written notification as required by *Florida Statute §1008.25*.

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

All secondary schools in the School District of Palm Beach County report grades on a nine-week schedule. Parents(s)/guardian(s) of a student with disabilities enrolled in ESE **must** also be informed of their child's progress towards his or her ~~their~~ 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's progress is reported is included in the student's IEP.

MID-TERM PROGRESS REPORTS

Within each grading period, teachers will provide every student who is failing or performing below expectations with a written progress report listing areas of strength, areas requiring improvement, current grade average and attendance. This report is issued during the middle week of each grading period or any time thereafter if a student's grade/performance drops to failing.

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

RULES OF GRADING FOR ALL STUDENTS

1. Grades are based on the quality of student performance relative to expected levels of achievement of the *Sunshine State Standards*.
2. Quality of work will be assessed by multiple measures including but not limited to:
 - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation, laboratory practicals and demonstrations);
 - classroom assignments (paper and pencil assignments; reports, term or research papers; models; projects; exhibits; posters; computer programs; and homework);
 - examinations (paper and pencil tests including essay, multiple choice and completion; oral tests; and skill tests requiring demonstration);
 - alternate methods (portfolios and performance assessments).

3. A sufficient number of grades will be recorded to justify the marking-period grade. A marking-period grade is not based solely on a single project.
4. A recorded grade (with the exception of **I** and **M**) may **NOT** be changed after report cards are printed except by one of the following procedures:
 - The change is initiated by the teacher and approved by the principal. **Signatures of both the teacher and the principal are required; OR**
 - The change is initiated by the principal and approved by the area superintendent. **Signatures of both the principal and the area superintendent are required.** The teacher will be consulted prior to the initiation of grade change by the principal if the teacher is on duty. If the grade change is initiated when the teacher is not on duty, the teacher will be notified in writing upon his/her return.

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

5. An **I** (Incomplete), unless changed, remains on the report card and the final semester average will compute to an **F**.
6. An **N** given for attendance reasons may be removed only after the student has satisfactorily demonstrated mastery of the subject as defined by Administrative Directive 5.011. Unless changed, a grade of **N** will result in a final semester average of **F**.
7. Grades are not required for a student who enters a class toward the end of 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.
8. Academic performance and behavior **must** be evaluated independently (see Reporting Student Conduct).
9. Grades for students with disabilities in ESE courses should be based on performance in the multiple credit course curriculum objectives as indicated on the IEP.

(Copied from H/6 for section clarity)

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

The content in the *Rules of Grading for All Students* section also applies to students with disabilities in general education courses.

ESE students should have the opportunity to earn grades that are equivalent to the grades earned by non-disabled students. No student should be denied the opportunity to earn above-average grades because of a disability.

DESCRIPTION AND DEFINITION OF GRADES

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

Grade of **A**: Outstanding Progress (**90 – 100**)

Indicates thorough mastery of the subject or area as reflected in daily work, reports, tests, examinations, etc.

Grade of **B**: Above Average Progress (**80 – 89**)

Indicates above average achievement, consistent effort as reflected in daily work, tests, reports, examinations, etc.

Grade of **C**: Average Progress (**70 – 79**)

Indicates average achievement in daily work, reports, tests, examinations, etc.

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

Indicates below average work in a majority of assigned areas.

Grade of **F**: Failure (**below 60**)

Indicates unsatisfactory or failing work in a majority of assigned areas.

Grade of **I**: Incomplete*

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

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

Grade of **N**: Attendance Problem*

Indicates the student has exceeded the absence limits. An **N** (no credit) is recorded as the semester exam grade when the student has not been in attendance for 68 hours per semester per course and has not demonstrated mastery as described (see the district's High School Student Progression Plan's Attendance Requirements for Earning Credit section). For the purposes of grade calculation, a grade of **N** will result in a semester grade of **F**.

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

Indicates the student was not scheduled in the class for the entire course. Approval of the principal is required for the grade of **M**.

Grade of **W**: Withdrawn*

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

Grade of **E**: Examination Exemption*

Indicates the student is exempt from the semester examination.

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.

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.

HONOR POINTS

The School District of Palm Beach County uses a weighted system to calculate the student's honor point average (HPA). The standard scale is based on 4.0 (**A**), 3.0 (**B**), 2.0 (**C**), 1.0 (**D**) and 0 for any other grade. The grade received in a course is weighted according to the level of the course as **indicated** in the course descriptions provided by the Department of Secondary and Career Education.

- Regular-level courses use the standard scale.
- Honors-level and gifted-level courses are weighted at 1.125 times the standard scale.
- Advanced Placement (AP) courses offered through the College Board are weighted at 1.50 times the standard scale. In order to obtain the 1.50 weighting, a student **must** take the standardized AP examination in May.
- International Baccalaureate courses are weighted at 1.50 times the standard scale with the following exceptions: Trigonometry IB (Course #1211800) and Analytic Geometry IB (Course #1206800) are weighted at 1.125 times the standard scale.

Students taking courses through the Dual Enrollment Program receive weighted points based on the level designated for the course. Courses numbered 1000 and 2000 level receive honors-level credit (1.125 times the standard scale) and courses numbered 3000 and above receive AP-level credit (1.50 times the standard scale). [Beginning with students entering grade nine in the 2006-2007 school year, all dual enrollment classes must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses.](#) SPECIAL NOTE: See Dual Enrollment Program section for exceptions to AP-level weighting. Students may select colleges or universities other than those that have interinstitutional agreements with the School District of Palm Beach County. However, the parents(s)/guardian(s) and/or students will be responsible for payment of fees. **Credit earned in a postsecondary school not a part of the dual enrollment program will NOT be included in HPA calculations. Approval from the principal in writing is required prior to enrollment.**

CALCULATION OF SEMESTER GRADES

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

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

High school course grades are reported on student transcripts as semester grades. Each marking period grade counts 40% of the semester grade. Semester examinations at the high school level count 20% of the final semester grade. All high school students **must** take the semester examination for each course. 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.

All make-up work should be completed within two weeks of the end of the semester unless the principal decides that an exception is warranted.

Exemptions from Semester Examinations

Graduating seniors who have received passing grades in each of the third and fourth nine weeks and who have been in attendance for a minimum of 68 hours for the semester, may, at their option, be exempt from the final examination. Should the graduating senior choose NOT to take the final examination, the semester grade will be determined by the average of the third and fourth grading period grades. If these are adjacent grades, the average will be the fourth quarter grade. Failure to comply with this provision shall result in a grade of **I** (Incomplete) for the semester examination. An **I** appearing for the semester examination will result in a semester grade of **F unless**

changed by school-center personnel. A graduating senior, who has attended high school for nine semesters or more is not exempt from the final examination. This includes fifth year graduating seniors who are **not** exempt from first semester or final examinations.

All make-up work should be completed within two weeks of the end of the semester unless the principal feels an exception is warranted.

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 §232.246 (5)(e)]

- Students may repeat a course for forgiveness if a grade of **F or D** (Ds on a space-available basis) is earned in a course. **Elective courses may be forgiven with a grade of "C" or higher, earned subsequently in the same or comparable course.** ~~that are not available at the school the student attends may be forgiven by taking an elective course of a comparable weight or subject area approved by the principal.~~
- Students who receive a grade of **F or D** in a multiple-credit course may re-take that course for forgiveness. However, the student will not receive additional credit if the grade being forgiven is a **D**.
 - Schools may re-issue an earned credit for an forgiven grade of **D** in a multiple-credit course on a case-by-case basis. In this instance, both attempts in the multiple-credit course will count toward the student's GPA.
- ~~➤ For students entering high school prior to the 2000-2001 school year, a failing grade in a course is forgiven if the student earns a higher grade in the same course.~~
- ~~For students entering high school during the 2000-2001 school year and thereafter,~~ **Aa** course is forgiven if a student receives a grade of **C or higher** on the repeat effort of that same course.
 - Students earning a grade of **D** on the repeat effort of the same course earn credit for that course, however, the initial failing grade is not forgiven. Students may again choose to repeat the same course, and upon earning a grade of **C or higher**, all earlier grades will be forgiven.
- When a student fails a course and substitutes another course to satisfy a graduation requirement, the grade in the failed course will be included in the calculation of the grade-point average **with the following exceptions**:
 - If a student earns an F in the first semester of a full-year course AND the teacher, student, counselor and parents deem that the student has been inappropriately placed, that student may be scheduled into an equivalent lower-level course (or a two-year equivalent class) for second semester. The student may then take the first semester of the lower-level or two-year equivalent course as forgiveness for the F earned in first semester.

- If a student withdraws from the International Baccalaureate (IB) Program, the student may take an equivalent or lower-level course for forgiveness of a **D** or **F** earned in an IB course (Example: AP Calculus or Calculus Honors for forgiveness of Calculus IB).

For these exceptions, the provisions of the Forgiveness Rule listed above are in effect.

- In all cases where courses are forgiven under the provisions above, the initial **F** or **D** grade(s) will remain as part of the academic history. Students should be advised that many universities calculate GPAs based on all courses attempted.

Forgiveness for Algebra 1A and 1B

Algebra 1 1 st Semester	Algebra 1A Grades		Grades/Credits Awarded
	1 st Semester	2 nd Semester	
Passed with an appropriate grade for forgiveness. (See Forgiveness Rule.)	C or Above	D	1 st semester Algebra 1A remains unchanged. 2 nd semester Algebra 1A is forgiven.
	D	C or Above	1 st semester Algebra 1A is forgiven. 2 nd semester Algebra 1A remains unchanged.
	F	D	1 st semester Algebra 1A is forgiven. 2 nd semester Algebra 1A remains unchanged.
	D	D	1 st semester Algebra 1A is forgiven. 2 nd semester Algebra 1A remains unchanged.

Algebra 1 2 nd Semester	Algebra 1B Grades		Grades/Credits Awarded
	1 st Semester	2 nd Semester	
Passed with an appropriate grade for forgiveness. (See Forgiveness Rule.)	C or Above	D	1 st semester Algebra 1B remains unchanged. 2 nd semester Algebra 1B is forgiven.
	D	C or Above	1 st semester Algebra 1B is forgiven. 2 nd semester Algebra 1B remains unchanged.
	F	D	1 st semester Algebra 1B is forgiven. 2 nd semester Algebra 1B remains unchanged.
	D	D	1 st semester Algebra 1B is forgiven. 2 nd semester Algebra 1B remains unchanged.

*NOTE – For students entering high school prior to the 2000-2001 school year a failing grade may be forgiven by a grade of **D**.*

Special Diploma Students

The following forgiveness rules apply when the IEP Team deems a 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. ~~Each student must participate in all regular statewide assessment tests~~ [Florida Statute §1008.22] ~~as well as selected mathematics course semester exams provided by the school district.~~

Grade 9

- FCAT Reading SSS and FCAT Mathematics SSS (without performance tasks)
- FCAT Norm-Referenced Test (NRT)

Grade 10

- FCAT Reading SSS and FCAT Mathematics SSS (with performance tasks)
- FCAT Writing
- FCAT Norm-Referenced Test (NRT)

Note - Students who have taken the Florida Comprehensive Assessment Test (FCAT) and have attained the achievement requirements for graduation set by the Department of Education are not required to retake the test.

Grade 11

- HSCT (For students entering 9th grade prior to the 1999-2000 school year)
- FCAT Science

Students in grades 9-12 must also participate in selected mathematics course semester exams provided by the school district.

ACCOMMODATIONS FOR DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELLs) ~~LEP Students~~

The English Language Learners ~~LEP~~ Committee will review each ELLs ~~LEP-student's~~ progress to determine whether an accommodation is necessary. Test accommodations are based on the recommendations of the English Language Learners ~~LEP~~ Committee. English Language Learners ~~LEP-students~~ are required to take all required state and district achievement and norm-referenced tests. However, all active (LY) English Language Learners ~~LEP-students~~ are eligible to receive accommodations during testing. Permissible accommodations include:

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

However, English Language Learners ~~LEP-students~~ **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 ~~LEP-students~~ in English Language Learners an instructional setting. When a student is in both the ESOL and ESE programs, all accommodations listed on their IEP as well as their English Language Learners ~~LEP~~ Plan **must** be offered. Parents/guardians are notified in writing of all accommodations offered to their child.

Students with Disabilities

504 Students

Students with 504 plans may be eligible to receive appropriate accommodations modifications on both district and state assessments. The multidisciplinary team should refer to the student's past performance on standardized tests and the classroom modification section of the 504 Plan to determine how if the impairment could substantially interfere with his/her performance. If so, the multidisciplinary team will determine the necessary and appropriate accommodations modifications for district and state assessments. Accommodations Modifications may include:

- flexible setting
- flexible scheduling
- flexible timing
- flexible responding
- flexible presentation
- flexible format

Note: Refer to the *School District of Palm Beach County Section 504 Manual* and the *Test Coordinator's Handbook*.

ESE Students

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

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

Accommodations Modification(s) may include:

- flexible setting
- flexible scheduling
- flexible timing
- flexible responding
- flexible presentation
- revised format

Note: Specific information regarding accommodations modifications for each assessment instrument can be found in the *Test Coordinator's Handbook*.

EXEMPTIONS FROM DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

Students with Disabilities

504 Students

Students with 504 plans may not be exempted from state assessments. However, the multidisciplinary team **must** determine whether a 504 student may need to be exempted from a portion of the **district** assessment or all of the **district** assessment. The multidisciplinary team will determine the method of alternate assessment.

Refer to the *School District of Palm Beach County Section 504 Manual* and the *Test Coordinator's Handbook*.

ESE Students

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

- The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the benchmarks of the *Sunshine State Standards*, even with appropriate and allowable accommodations; AND
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

Students who are excluded from state and/or district assessments may will be assessed through an alternate assessment procedure that has been identified by the IEP Team and documented on the IEP.

Students who are excluded from the state-required graduation test will not be eligible for a standard high school diploma, unless they have been granted a waiver/exemption from that requirement.

ESE students who ~~do not~~ meet ~~any of~~ the above criteria **must** be given alternate assessments. Alternate assessments **must** be specified on the student's IEP. Alternate assessments may include:

- Detailed observations (e.g., narratives, graphs, videotapes, audiotapes)
- Checklists and Interviews (e.g., standardized rating scales)
- Portfolios (e.g., student work products, anecdotal records)
- Curriculum-based assessments
- Criterion-referenced tests
- Adaptations of district assessments